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Introduction

The peculiarity of our epoch is that since the end of the 20th century, the world community has entered the epoch of multifaceted globalization, when not only the economic and political activity of people goes to the planetary level, as it was in the era of fundamental globalization (the second half of XIX - mid XX century), but almost all other spheres of public life, including culture, education, sport, language, ideology, etc., are involved in global processes. This means that the spatio-temporal parameters of communication due to modern means of transport and communication cease to be of fundamental importance. The peoples of the world not only by their own will, in their own interests, are increasingly included in the context of world relations, but because of the objective processes of globalization they are literally drawn into a single civilization space where they require observance of generally accepted international legal and ethical norms of conduct. In such circumstances, national cultures (often against the will of the peoples representing them) cease to be closed systems, and cultural differences become relative. In closely interwoven relations, some peoples and their cultures seriously affect others. People of different racial and ethnic backgrounds show a certain similarity when they cooperate in international corporations, participate in international scientific events, competitions, etc., when they "use the same types of transport and public services, consume the same food , watch the same TV shows, listen to the same news ". Non-similarity then remains only in the language itself as the last serious obstacle to business, political, scientific, everyday intercourse of different peoples. But as an increasing number of people speaking different languages are drawn into increasingly close contacts, the need for a single language of international communication that becomes an objective necessity, whether it is someone's pleasure or not, the situation is a positive phenomenon or gives rise to new problems and difficulties. The need for a single language as the development of trade, economic, political and cultural international ties has steadily increased in history. In antiquity, we can observe this by the example of the wide spread of the Greek language during the period of the highest development of ancient Greek culture. For more than a thousand years in the history of European peoples, the Latin language was used as the universal language of international (intercultural) communication. The question of whether, in principle, a single language of humanity is possible, acquires the status of a serious subject of discussion in the Age of Enlightenment. By that time, Great geographical discoveries laid the foundation for economic, political and cultural relations between differ-

ent peoples and continents. In accordance with the scale of the expansion of individual countries, their languages have also spread - primarily English, Spanish, and Portuguese. This was a solution to the problem of communication at the regional level, at the global level - the need for a single world language was still lacking. An important impulse in this direction was the desire of educators to find ways to integrate and disseminate the common knowledge accumulated by mankind. Already at that time, specialists realized that the greatest difficulties in creating a single planetary language were the inseparable connection of natural languages with the cultures of those peoples who speak it.

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Linguistic status problem of the words in indo-European linguistics

*Jordan Jay L.**

Abstract

Analyzing the methodological specifics of interpreting words Indo-European linguistics, we offer a number of points differ from the standard formulation of the problem of linguistic status of the word. The problem of speech is rightly considered the most studied in Indo-European linguistics. Individual members of her circle of questions developed on the material of Russian, English, French, Spanish and many other languages. Nevertheless, the overall picture is viewed from different angles and perspectives words, there is still not enough lighting. Controversial in a number of cases the general principles of the approach to the word, to be selected in this context, the language of facts, methods of their description, comparison.

Keywords: linguistic, perspectives words, language of facts, indo-European

The greatest concern is the lack of specific scientific analysis of Indo-European words in the language of the question (that is, in connection with the problem of linguistic status of the word). Recognizing their some domestic linguists, however, say the ability of words - speech units to function beyond the scope of language regularity locale. It is sometimes argued that offers syntax controls the seamntics of its constituent words - language units, diagnosing their different seamntic variants. Priority is still given only seamntic units are not identical in existing and functioning in form of speech.

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Behind the apparent diversity of the concepts of the seamntic modification of words in the speech, however, we cannot see is not entirely legitimate, in our view, understanding them as units. It does not take into account the formal transformation of words in the speech stream. Contrary to common in Indo-European linguistics tradition take the word duality of his identity "material shell" apart in language and speech is not considered in scientific terms. The formal differences between the words - units of language and speech, in fact, prove to be very significant.

Language is the loss of their property or graphical non- reparability, or of both at the same time. Changes in the speech flow of words of language units to consider them identical words as units of speech do not allow.

Lack of Indo-European linguistics, the question of a word as a unit of language and speech is explained by the absence of its differentiated consideration sounding speech and writing.

It should be clarified that after we keep sounding term, but not speaking. The seamntic structure of sounding speech as a term, given its membership in the common language system seems to us etymologically more justified than oral speech, disclosing therefore more the essence of this concept. For comparison: sounding speech from the sound of the sounds heard in contrast to the written language by writing and speaking from the mouth, i.e. mouth, lips, rather artificial way connected with the value of the spoken, not written. The use of the expression speaking, however, it is quite possible, in our opinion, in value.

Word in some few cases, subjected to linguistic analysis only in articulate speech. Implementation of various units, however, is not achieved only using phonetic means, but also communication using letters.

The theoretical basis for raising the issue of the delimitation of the words in the above-mentioned forms of speech are objectively existing differences between them. 'Tangible' arranged in a linear sequence in speech sounding units and written differently. The discrepancy between the forms involved in the construction of the speech chain linguistic elements causes a different degree of implementation of their capacity, resulting from the combination detected between functional connections and relationships. Rules connection language units in speech sound acoustic obey the rules of combinatory of language units; formation of words ordered in writing action of image factors.

Phonetic changes are modified in sounding speech language units are not always reflected in the words of graphics. On the contrary, the composition of individual graphic words in the written language is not in all cases,

provides insight into the phonetic modifications involved in their education language units.

Indo-European linguistics walks around the nature of the words along with an understanding of the latter and as a unit of language and speech in undifferentiated consideration of the oral and written speech are compounded, moreover, by declaring the word at the same time the unit expression plane and the content plane.

The need to consider in relation language, however, is not completely identical to each other formal and functional aspects do not give any reason for their identification as part of the same concept of the word. Completely impossible to make it any Indo-European language, without exception, are not deprived in this respect the asymmetry of the expression plane and the content of the plan. Is constituted by an legion of various shapes, characterized by a complex and multi-layered structure of the form and content can not be compared with each other as the substance of the material (ie uniform) and ideal (i.e. content).

The most popular in Indo-European linguistics, however, use the notion of the word as of a certain well-defined with no ontological status of the object that has such distinctive features as:

1. material, making it available for "sensory" perception; 2. Some thought content or meaning.

This sometimes language, sometimes speech character object appears as a haze shrouded in a known mist inseparable unity form and content. Under the concept of form in this case falls mostly only acoustic (phonetic) appearance of words, leaving open the question of whether it is possible and whether it is necessary to refer to his "material" expression graphic form.

Turning sound less graphic form, i.e. the actual meaning of the word (as a sign language or speech) is in conflict with the general understanding of how the sign of the functional element material system semiotic character. Signs in the terminological sense, referred to as "items that represent other things, not because of its natural properties, and by virtue of what they are, these objects are endowed with the property denoted other items." [Sun 1978, c.100]. The deterministic nature of the sign material (including language) its ability to represent and codify meaning and makes its own sign, denoting in its composition is not included but it is this indicating being. Understanding the sign as a fixative and transmitting social experience representing does not prevent the followers of two-way word concept, interpreted as sign language, still segmenting it on the labeling and labeling. As before in the course of a wide expressions like material covering the word,

its meaning, and others. Not quite agree with such statements hampered by the fact that the sign at all, sign language, in particular, is "a piece of matter," the so-called functional object being completely absorbed his material existence "[Ibid, p.100]. Segmentation of the word as a linguistic sign on labeling and denoted identically, in fact, the assertion that, as the sign itself as part of a functional material system semiotic nature is nothing else,

Axiomatic semiotics to the position of the one-sidedness of the mark is incompatible with the existing Indo-European linguistics in the tradition of the proclamation of the word duality unit. This contradiction some scientists are trying to remove audit behind the terms: the sign of all, sign language, in particular concepts. "Every sign, presents his point of view, for example, A. Kondrashov, a member of the signifier and the signified" [Kondrashov 1978, c.13]. Compromise understanding the sign language can be considered its definition by the relation linking the two structural elements: the meaning and denoted occurring, in particular, de Saussure in the later period of its scientific research [Saussure 2006, c.114].

Other linguists bring about changes in the interpretation of the iconic nature of both the language and the words of his units. "The language, of course, inherent in symbolic side, says LO Reznikov, and it is essential in the language ... But the language as a whole can not be regarded as a system of signs, as in the language and includes the values of linguistic units, is by no means marks [Reznikov 1967, c.109]. "Interesting" is also in this respect the interpretation of meaning of the word as it is "organic part" of the reason the word if can not only be a sign. "It (that is the word - Oh.), Writes R. Budin, able to perform some functions of the mark, but the word is not limited to the sign. Only in the case where the value is displayed outside the word, the word can be identified with a sign "[Budin 1967, c.120].

The absence of Indo-European linguistics unified theoretical framework on the nature of the word questions, fulfill their functions, etc. It causes word as a term. Inability to perform the functions of terminological word - its ambiguity - a natural reflection of the "vagueness" of concepts behind it. Differences and contradictions in the understanding of the status word by various scientists - linguists difficult and will inevitably impede the definition of both words and accurate description of this concept. "Methods ... research remarks in this regard, VV Vinogradov, different linguists are very heterogeneous" [Vinogradov 1947, p.3]. It is no accident that "linguists avoid to give definition of the word, readily limiting its task indicating only some (mainly phonetic) or internal (or grammatical) sign word "[Ibid, p.89]. Creating a natural way, terminological inflation and conceptual apparatus of Indo-European linguistics, "are the words of phonetic, grammatical words,

vocabulary words, etc." [Ibid, p.9]. Consequence of the above - just as amazing blackout seamntic structure of the word as a term, the total worth of which the concept begins thus divided into a plurality of corresponding empirical varieties.

One type of regular words in Indo-European linguistics is rather part of the opposition: the word as a unit of language and word as a unit of speech. Terminology "nest" the word is expanded by concepts such as: word form, word formation and inflection, respectively form word formation and inflection, and many others as well.

"Jack" units such as words: word formation, inflection, their forms, etc. in this paper it is not rational, not only because of its limited scope, but mainly because of the lack in the majority of modern linguists serious aspirations to unify the definition of the word, giving it the status is indeed the term. We recall only that the main manifestations of the concepts but terminological words still remain:

1) its terminological inflation caused by concepts behind the word, are displayed particularly vividly against the background of more or less the uniqueness of words in the language, that is, outside of the linguistic terminology. The absence of the word like the term well-defined seamntic structure deprives him of conceptual certainty serving hallmark of terminology as a whole;

2) Mismatch seamntic structure words, given its membership in the common language system, its use terminological;

3) Going beyond the terminological field one special sphere (linguistics), functioning under other terminology systems as well (the word in logic, mathematics, mathematical logic, semiotics).

Exhaustive and bearing the terminological definition of the word in Indo-European linguistics is still missing. With the same sounds as soon as the relevance of the statement of Ferdinand de Saussure that "so far in the field of language is always satisfied by operations on both units should not be defined" [Saussure 2006, p.133].

Traditionally, it is believed that a universal definition of the word difficult, if not completely eliminate the differences in the national languages.

Structural types of words, as the linguistic material, which is closely linked to the general typological characteristics of language and depends on it. Meanwhile, the "examination of systems are not even genetically related languages, it reveals not only the difference between them, but finds many similarities as" [Bedouin de Courtenay 1963, p.72]. It is applied to the word occurring in all the languages of the world: words like language and speech

units, a formal modification of words in verbal communication, non-identity of material embodiment and the structure of functioning in speech sounding and written words, the inability to highlight words simultaneously based on the criterion etc.

The undisputed fact of the existence of words in all the national languages is an objective basis for identifying the related word of the language phenomena and processes across both groups of related and non-related languages. For modern linguistics topical issue of identification of the universal features inherent in human language at all. One of its most urgent tasks - to develop apparatus that adequately describe the languages of different systems.

Integration at the present stage already learned material, the degree of completeness and the systematic source material makes it possible to find a universal criterion of selection of words in the national language, revealing universal parameters combining words into one functionally identical class. To unify the definition of the word to all the national languages of the problem is quite real also because "the diversity of the characteristics of individual languages can, however, did not prevent the definition of" word at all, "because in this variety are distinguished and similarities, emerges as the most significant features of the word, for all possible deviations from typical cases "[Reformed, 1967, p.56].

The problem of linguistic status word appears, needs some reformulation with the following main points:

I. The existence of words in all the languages does not allow to give them as a fact of linguistic reality. Not once occurred in Indo-European linguistics, the illusion of non-universal nature of words undermined general linguistic use of the word in the national languages in which it is understood primarily as a material, conventionally character unit, which serves to transmit a particular seamntic information.

II. The right of occurrences in the linguistic terminology is confirmed by the inability to avoid this concept when describing the actual language material.

III. Solution of the problem of "overcoming" despecialization word as a term is of particular relevance to the background of a more or less definite use in the language.

IV. Serious objections in connection with the problem of linguistic status of the word is the tendency of its undifferentiated scientific consideration as a unit of language and speech. Such a theoretical position is contrary coming from Ferdinand de Saussure and prepared the development of scien-

tific thought linguistic dichotomy "language, speech", delimiting such phenomena as a means of communication and its application.

V. The difference of language and speech is of fundamental importance for the differentiation of their units as well. Linguistic comparison of the concepts of language, and it does not give grounds to consider the word as a unit of language identical words like speech units. Language units are units of communication in their communicative readiness of speech in speech communication units in their communicative use.

VI. A description of any object (including language) involves determining, , selection, produced on the basis of certain assumptions. The starting point for determining the status of the word in any language, but not the end result of his descriptions, should, in our view, be a solution to the question of the primacy of language or verbal aspects of speech.

VII. The objective existence of sounding speech and in writing, with each non-identical material embodiment and the structure cause differences in operating these words. Confidence in the correctness of the information about the word parallel analysis of speech sounding facts and writing put forward is supported by such scholars as, LV Secker and some others, unfortunately, have not received an adequate response, the requirements of the ideal preparation grammars and dictionaries on the basis of what has been said and written.

VIII. Appeal to even the most superficial facts of all, including Indo-European, languages reveals, usually ambiguous correspondence between words as well) phonetic (in speech) and graphic (speech writing) substances, on the one hand and b) the substance of the seamntic on the other hand. Both in writing and in speech sounding word can represent from one to several units.

In a fundamentally different plane to be displayed to the traditional paradigm of Indo-European linguistics of the question about the meaning of words is not possible to interpret it as a "special" nature of the linguistic sign a bilateral plan unit expression and content of the plan. Void, and the interpretation of the word only as units without regard to the form of its expression.

IX. Relevance been a loss in Indo-European largest number of supporters value thesis as his word "organic portion" demands in respect of another extension of the principle, based on which the words may be compiled into a single functionally identical class. "Words do not have values, they have the function». [Church, 1961, c.127].

X. Impossibility allocation words at the same time on the basis of the criterion makes linguistic termination "signified" the word apart from the form of its expression is objectively necessary in view of the deterministic real terms they asymmetry.

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The problem of the information manipulation in the internet media of Azerbaijan

Vugar Aliyev *

Abstract

The theme of basic features of the information manipulation and war against Azerbaijan is being widely reviewed in the article on the basic of practical issues. Today, the significance of the information war, the so-called "contactless war is connected with the increasing role of information in a society. Information war is being conducted on several fronts at the same time against Azerbaijan today. To resist against the enemy which the conducting information war against Azerbaijan and media manipulation, the regarding scheduled to attempt of our strategy planning, unfortunately, is not enough. In this regard, our country's attitude towards the above-mentioned problem has been analyzed and concrete examples have been given.

Keywords: information war, information manipulation, Azerbaijan, internet media, mass communications, journalism

The technological revolution led to the emergence of the term "information age" due to the fact that information systems have become a part of our life and changed it radically. The information era also changed the way of conducting combat operations, providing commanders with an unprecedented amount and quality of information. Now the commander can monitor the progress of combat operations, analyze events and bring information.

It is necessary to distinguish between the information age war and the information war. The war of the information age uses information technology as a means for the successful conduct of combat operations. On the contrary, information war considers information as a separate project or potential weapon and as an advantageous target. The technologies of the in-

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formation era made possible a theoretical possibility - direct manipulation of the enemy's information.

What is information? The modern society has the multilateral and different information channels and very rich and comprehensive resources of information. Every member of the society has gained opportunity to get information, use it and give personal comments for it. In the period of globalization, it's just impossible to imagine state policy and economic or social events of world and regional level, as well as, the commercial activities without information. In the process of civilization development, information plays an important role. Having the resources of information and using them effectively create conditions for controlling society optimally.

And it's very important to use information in learning the social circumstances of society and its various classes, as well as, in clearing up the thought variety which exists in defining the development perspectives in certain spheres [Badsey, 2000].

Millions of personal computers work together by means of general computer sets in the world now. 500 of the biggest territorial sets in the world, even more than the half of the users are encompassed by the Internet. The appearing of the computer technology and Internet created fundamental base in different spheres of technological development and in the Internet journalism as well. The Internet is a power, which develops irresistibly. Moreover, it is necessary to receive the remarked truth, appreciating the innovations brought to our life by it objectively.

By the appearing of the Internet, many a limitation related to the preparation and spreading of information disappeared. The Internet turned to an unlimited place, which showed the real freedom of speech and thought, but at the same time, it created wide opportunities for the information war and information manipulation, as well. We can unambiguously say that the Internet turns an unexampled assistant in the solution of certain questions on one side and turns a potential danger source for the society by being a means for creation of new problems, which was unknown before, on the other side [Ziferoghlu 2012].

One of such kind of problems is the existence of the numerous deal of information in the Internet. The human brain supposed to the big information stream receives so much information as it is, for it just becomes unable to analyze them all. In addition, the source that spreads information imposes such circumstances by seeking certain interests in most cases, trying to present the tendentious and unconfirmed facts in the set like the truth. And when the users who get used to get ready information from the Internet and suppose them to be true refer to them in their activities, the objective-

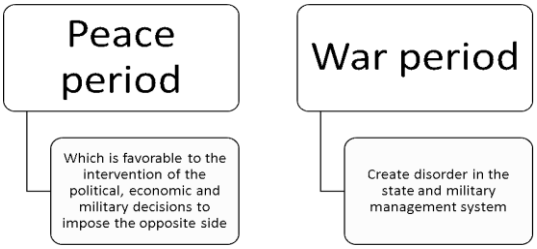
ness for the remarked events and facts is gone. This creates fertile conditions for the certain involved groups to manipulate any theme intentionally. Therefore, it would be right to look through the contents of the information in the Internet carefully and to find out its degree of truthfulness.

Mass media is called "the fourth branch of power. And the chances of the influence of the mass-media on the society increase in modern times. The news-programs introduced to the audience by the mass media, as well as, different TV and radio programs, articles written etc. form the thought of society about various questions, social and political events, moral values and daily lifestyle. In general, different type of information spread in the mass media can have positive and negative features from certain positions viewpoint. The information spread in the mass media is able to confuse the public opinion or to destabilize the social-political, even the economic situation. Namely because of this, the safety of information is received as the main and important part of the national security.

The information war has a great influence on the consciousness of crowds, being a component of the struggle amongst various civilization systems now. The help of management methods of the mass media leads this war and communication means specially determined in advance, as well as, by the help of information weapons in the information space [Graber D. 2010].

The aims of the information war can be changed, depending on the war or peace circumstances. If the main goal in peace conditions is making the opposite side receive the political-economic-military decisions fitting the interests of the intervened side, the main goal in war conditions has the aim of creating disorderliness in the state and military management system.

Scheme I. The aims of information war

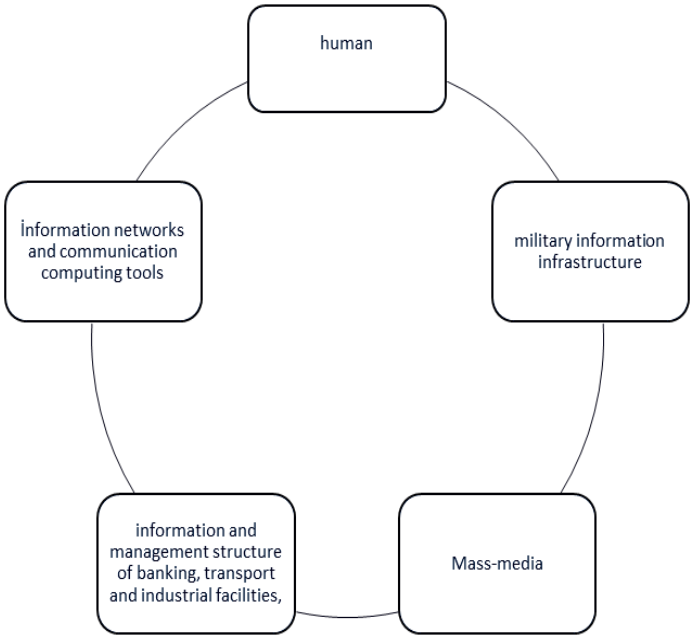


In common concept, the term "information war is the means for certain people to control others under their authority and make them obey their interests. As long as the mankind exists, the information war will exist and be

used, too. In the distant past, people influenced one-another not only by means of words, but also by means of intonation, gestures and mimics. Today, in order to influence on human brain, there much more chances consisting of both thousand-year-experiences and nowadays technology, for doing that.

At the moment, information war in most cases has as a dangerous and solvent role as the wars with weapons have. Mass-media, as well as, press is used as a weapon against any social group or state in the information war. Press officer firstly doesn't have to forget to be aimed to serve for one's society and people. So, the mass-media has a great responsibility in supporting the information security of the society against the information attacks. Beside informing people correctly, mass-media can have important service in the protection of the information security of society, taking into consideration the national interests and benefits.

Scheme II. The main objects of influence in the information war:



The protection of the information security has an ideological and moral-psychological significance. Preventing from spreading of harmful ideas and provocative information which puts the national unity in danger, assumes great importance from the view-point of the state security.

The geopolitical position of a state influences seriously for its foreign policy and steps made in the international political arena. It forces the state either to lead a balanced policy or to show a certain decisive political position. Off course, while realizing this, the main issue deserving attention is the protection of the political interests of the state.

Azerbaijan is situated in such a seething region that like it or not, certain details especially should be taken into consideration. The neighbors of Azerbaijan are the states which have attracted attention of the other superpowers with their policy from the previous centuries up to now. Even they became one of the superpowers of the world from time to time and determined its direction. And undoubtfully, in such a specific region, Azerbaijan tries to lead its interests, to protect its territorial integrity and to be free from any kind of economic or other dependence.

In the modern world geopolitics, the chances of influence of information and propaganda on the international public opinion is much. At the present moment, the attempts of a state to control the existing information systems in the territory of another country or to manage them doesn't get limited only with the influence on its military and national security issues. It can cause both the foreign impacts on the local public opinion and its directing on a certain aim, as well as, the disorder and paralyzing of the state management system. Experts remark that by the existing power of the foreign technology, it's possible not only to cut and transgress the communication relations among the internal management systems of different countries, even to direct and shock their activities by entering the system and spreading misinformation. Sometimes various organs use the opportunities of modern information and communication technology and spread special misinformation in Internet as well as in the territory of this or another country and under the name "reliable source. They also realize the activity with the object to confuse the state organs, citizens and the public in whole. Such activity disorders the internal stability of the remarked countries and the rhythmic activity of the managing organs, as a result of which there appears a favorable chance for the foreign interfering to the national security. In such cases, the foreign powers don't waste a chance to treat in accordance with their interests under the excuse of "assisting to restore the internal order. For example, some activities realized by means of the electronic intelligence and special operations in many Northern Africa and Arabian countries by various Western forces at the moment, which aim to weaken the control of those states on their citizens and societies, were realized in Azerbaijan by various forces in 90s and other periods as well. In those years,

Azerbaijani state had just declared its independence. And emptiness and defaults were seen clearly in every sphere. The analysis of the information and propaganda level of Azerbaijan of the remarked period shows that the information security of the state was almost completely under the influence of the foreign factors. As the activities of the national TV broadcasting and means of press were remarkably weak and unable to surround the whole territory of the country, the role of the mass-media of Russia, Turkey and Iran, as well as, the international media in the formation and management of the public opinion of that period openly prevailed. And even the remarked TV broadcasting and means of press created certain tendentions in people's thoughts.

At the present moment, all kinds of the mass-media in Azerbaijan – the TV and the radio channels, Internet TV and radio, press media, online newspapers and magazines are in the activity. And there is a great responsibility in the issues of the information security upon the mass-media of the country. Nevertheless, in some cases, different press organs in the republic become the active participants of the information war led against the interests of the country, no matter by chance or on purpose. Such kind of media organs just perform the function of "the fifth column of the foreign anti-Azerbaijani circles and Armenian lobby. Whereas the main duty of the mass-media is not only to provide the society with impartial and objective information, but also to warn the citizens about every kind of diversion and misinformation, as well as, to strengthen the public consciousness and to serve for the national benefits. Therefore, the online news agencies, radio and TV channels, as well as, the TV and radios of different broadcast frequencies, press media and the other media organs existing in Azerbaijan have a big responsibility about informing the population correctly. This liability consists of providing the Azerbaijani citizens with wide range of information, protecting the information security of the society and preventing the public consciousness from becoming the victims of information attacks of diversion character.

We can say with complete certainty that we were too much late to analyze the events leading to the collapse of the USSR and their reasons and to come to the right conclusions, as a result of which the Karabakh syndrome happened so easily, and the difficultness of the solution of the remarked problem is closely connected with the victory of the enemy side in information war which began in the first years of the conflict.

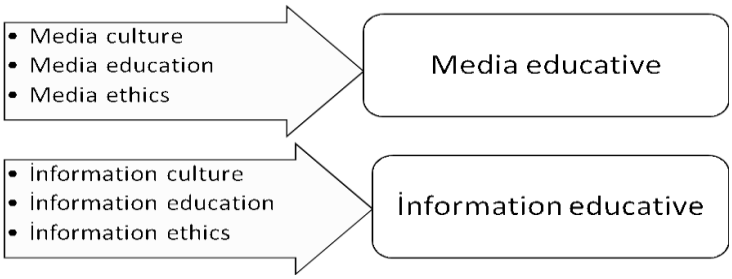
So pity that our attempts related to the planning of the counter-strategy for resisting the enemy which leads the information war against us and constantly puts our media in the information manipulation aren't enough. Gen-

erally, we haven't been able to achieve the goal in the preparation of the experts on the remarked sphere yet. Our activity just has been to follow the manipulative interference of the armenian and other sides which have negative attitude for us and give answer to them up to now. Whereas there exist every kind of technical opportunities and means for making adequate steps, by using the modern technology. And for doing that, there's a need for the establishment of the brain centers under leadership of the special experts and organizing the enlightenment issues correctly. Those who have experience and knowledge to resist against the information manipulation and misinformation are able to analyze the information attacks and the information war products and they should do it. The most serious feature of the issue is the information aggression against the state and statehood. In order to give equivalent against the war coming from abroad, a citizen should get to know first of all what the aggression is and and be able to give adequate answer for it. The low level of educating – propagating – training in this sphere in our country doesn't insure us against the possible future failure. It means the remarked area of activity in the social sphere is almost empty.

The defensive side of information warfare is security measures aimed at protecting information - not allowing the enemy to conduct a successful information attack on our information functions. Modern security measures, such as operational security and communication security are typical tools for preventing and detecting indirect enemy actions aimed at our military information functions. On the contrary, such security measures as computer security include actions to prevent, detect direct enemy information activities and organize counter-actions.

In general, during the researching we come to the following conclusion that in order to minimize the manipulative influences on the Internet media of our country, it's very important to realize the enlightenment work in two directions. We can describe and introduce it in the following schedule:

Scheme III. How to be protected against the cases of manipulation by information?



While researching the topic, we met with such a serious issue that today there are plenty of Internet media examples in Azerbaijan, which serve benefits of the other interested countries, beside our country. In general, we became the witness of the information manipulation in the Internet media space of our country in two directions:

The influence by means of the manipulative information against our country made in the information channels of the involved forces abroad;

The influence by means of the manipulative information, which is turned on circulation by the information portals, made within the Internet space of the country.

It's not a coincidence that in the meeting of the Cabinet of Ministers devoted to the results of the social-economic development of the first quarter of 2012 and future duties held on April 12, the President of the Republic of Azerbaijan Mr. Ilham Aliyev paid special attention for the many-branched factors providing the national security of his state in his speech, calling the information security as "very actual problem. In his speech, the President gave a conceptual description of the forces, which are threat for our information space and stressed that we were supposed to the information war. Actually, the information security and challenges for the national identity in the globalizing world are specific problems, as well. In the reality of the XXI century, the existence of the alien ideas and thoughts intending to show way to our consciousness demands us to strengthen more and more the moral bases which provide to think of our statehood ideals and values and to choose them. The existing reality of the information civilization and a new stage of the national statehood bring into agenda the application of the new political manner methods in all the directions of the state development. And one of the most important issues is to analyze the reality which changes incessantly from the moral view-point and appreciate it quickly.

According to the research and the conclusion made by us, we can introduce the following important factors, which stand on the basis of the threats against the information security of the Azerbaijani society:

- The aggressive position of Armenia, which violated the territorial integrity of Azerbaijan and the Armenian lobby against our country, as well

as, the information war policy led against our country in accordance with the Mountainous Karabakh conflict;

- The intentions of disordering the stability within Azerbaijan of some states, the geostrategic interests of which cross in the geography Azerbaijan is situated;

- The certain part of information stream, which enters the country in the conditions of globalization, to have the alien elements, harmful and dangerous ideas;

- The using of various methods by means of Internet media for the information manipulation by the forces having geopolitical interests in Azerbaijan;

- The cyber-crime, which has become the main problem for the whole world at the beginning of the XXI century.

Conclusion

In general, as the main conclusion which is made in the process of research and analysis, we can say that during the application of the basic information structure the local conditions should be taken into consideration and renewed with the corresponding normative theses regularly. Otherwise, the providing of the dexterity and usefulness of the information security system in practice would change into a complex duty. In accordance with this, the corresponding seminars and enlightening works have to be organized for those who work in the sphere of the information security, especially, for the representatives of the media, and the special training-cources about the information manipulation, information security and information war have to be held for them. It must not be forgotten that in most cases the manipulative information gets access to our media space just because of the unawareness of our media representatives about the rules of the process of working with the information, the numerous factual materials introduced in our scientific-research work are visual examples for it.

If we make an examination of the numerous numbers of newspapers and magazines entered Azerbaijan from abroad, I can see that there are many moments here in which people's brains are impressed with alien and wrong ideas. And if any ideas which are able to do harm for the national thought, spirit, morality and history are spread within the society and rule the people's consciousness, the remarked ideas which separate people from the national values, dignity and identity in the globalizing world must be prevented. And in the XXI century, only those countries which protect their lands not only as just a land, but also as a space of dignity, and are able to

show their power of national-moral resistance, will be able to step forward towards the future.

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The episteme of psycholinguistic research image of solitude

Edis Cotter *

Abstract

The main purpose of this article is to analyze the nominees «state of being unwanted» and «unemployment» as objects of psycholinguistic studies of loneliness image in the minds of the English language. This article can be divided into two parts. In the first part, the author explores the linguistic representation of the nominees. In the second, we analyze the results of an experiment in which the specificity of detected words nominating image of loneliness in the minds of the English language. Consider the definition of nominees studied in philosophical and psychological encyclopedic sources and note the lack of definition of the nominee «state of being unwanted». Therefore, we proceed directly to the identification of definitions of the word «unemployment» in the. For example, in a philosophical encyclopedia, we find the following definition: «Unemployment is the state in which a person is without work, available to work, and is currently seeking work. Though there have been several de voluntary and involuntary unemployment in the economics literature, a simple distinction is often applied.

Keywords: psycholinguistic research, episteme, nominal analyze

Voluntary unemployment is attributed to the individual unemployed workers (and their decisions), whereas involuntary unemployment exists because of the socioeconomic environment (including the market structure, government intervention, and the level of aggregate demand) in which individuals operate. In these terms, much or most of frictional unemployment is voluntary, since it re fl ects individual search behavior. On the other hand,

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cyclical unemployment, structural unemployment, classical unemployment, and Marxian unemployment are largely involuntary in nature».

Based on the above definition of the proposed nominee "Unemployment", the following seamntic factors can be identified: the generic same "state" seam "search" semi "voluntarily", "forced", "negative symbolic meaning."

When comparing the definitions of the test nominees becomes obvious that the idea of the nominee «unemployment» is formed as a phenomenon of reality and that such is not the nominee of «state of being unwanted».

Let us analyze the test nominees relying on philological sources, ie consider the entries proposed by a number of dictionaries of the English language [Callahan J., 19901992; Encarta, 2007; Hornby AS, 1983; Miller GA, 2006; Merriam Webster, 2005; The Free Dictionary, 2008; The American Heritage Dictionary of the English Language, 2000; Walter E., 2005]. To quote some definitions: «unwanted - 1. not wanted; not needed; 2. interfering; 3. without being invited [Miller GA, 2006]; «Not searched or asked for» [Merriam Webster, 2005]. An analysis of the definitions mentioned above, we highlight the following distinctive features: "undesirable", "lack of need", "negative landmark", "state", "obstacle".

Below, we consider the definition of the nominee «unemployment» and give more detailed definition: «unemployment is the state in which a person is without work, available to work, and is currently seeking work; the state of being unemployed: involuntary idleness of workers; also: the rate of such unemployment 2: unemployment compensation»[Merriam Webster, 2005]; "1. the condition of not having a job; 2. the number or percentage of workers that do not have jobs»[Callahan J., 19901992]; «Joblessness: the condition of having no job, 2. number of unemployed: the number of people who are unemployed in an area, often given as a percentage of the total labor force, 3. social welfare» [Encarta, 2007]; «Unemployment the state of being unemployed or not having a job» [Miller GA, 2006; The American Heritage Dictionary of the English Language, 2000]. Next, we need to identify the differential seamntic components of the above definitions. As a result, we have identified the following Seme "lack of employment", "state", "forced", "unemployment", "money", "condition", "numerical figure", "number", "negative symbolic meaning."

The overlap of ideas about the nominee in the scientific and naive picture of the world was established on the basis of comparative analysis of the definitions of the encyclopedic and philological sources, more precisely on the allocation of the same three seeds ("state", "negative landmark", "forced").

Compare the representations of the studied nominees in the dictionaries of the English language and we note that the analysis of the words «state of being unwanted» has been allocated 5 ("undesirable", "negative landmark", "state", "obstacle") and 9 ("lack of employment", "state", "forced", "unemployment", "money", "condition", "numerical figure", "number", "negative symbolic meaning") - in the analysis of the word «unemployment». When there is a quantitative difference qualitative agreement, namely 2 Seme ("negative landmark" and "state") coincide in the analysis of both nominees, which allows us to assume their lawful union of one group of words, nominating the image of loneliness.

In the next step we will analyze the illustrative material, which is also part of the entry, and provides examples of spontaneous speech of carriers of linguistic consciousness within a particular culture that enriches our understanding of the nominee «state of being unwanted».

 Seam "obtrusiveness» («Always doing unwanted favors for people»), seme "distortion» («Unwanted shadows distort the picture»),

 seam "invasion» («An unwanted intrusion»),

 seam "freedom» («Tried to give away unwanted kittens»), seam "weed» («Removed the unwanted vegetation»),

 same "sense» («Loneliness and the feeling of being unwanted is the worst poverty of all» [Mother Teresa]; «Contempt is the weapon of the weak and a defense against one's own despised and unwanted feelings» [Alice Miller]) .

By comparing the number of detected distinctive features in the analysis of definitions (5 seeds) and exemplary material (6 seed), it should be noted that an amount of additional seed is another proof of the need study the entry in its entirety, which greatly enhances the researchers in the study of verbalization images in linguistic consciousness.

Now consider the illustrative material, containing examples of use of the word «unemployment» values, which were not recorded directly in the definitions.

 Seam "percentage» («The rate is determined by dividing the number of unemployed workers by the total civilian labor force»),

 seam "negative phenomenon» («Unemployment is a serious social evil»),

 seme "stability marker» («The rate of unemployment is an indicator of the health of an economy»; «Unemployment has fallen / risen again for the third consecutive month»; «Unemployment has been shrinking throughout the recovery»),

 seme "comparison» («Working in the theater has a lot in common with unemployment» [Arthur Gingold]),

 seme "military term» («Unemployment is a weapon of mass destruction» [Dennis Kucinich]),

 seam "competition» («Automation poses a threat of unemployment for many unskilled workers»),

 seam "social phenomenon» («Unemployment has been shrinking throughout the recovery»).

The analysis revealed illustrative material 7 additional seed to 9 already identified in the analysis directly definitions. The conclusion considerable informative value studies illustrative of the dictionary entry, as an additional source of data on language processes and their role in the life of the carriers of linguistic consciousness within a particular society.

Compare received data and note that the analysis of an exemplary material comprising use examples in speech representatives English culture word «state of being unwanted», 6 additional seeds were identified, and in the analysis of the words «unemployment». The conclusion more detailed representation nominee «unemployment» in the minds of the English language.

Below we consider synonyms nominee «unwanted» on the basis of philological sources of the English language [Encarta, 2007; Miller GA, 2006; Merriam Webster, 2005; The Free Dictionary, 2008; The American Heritage Dictionary of the English Language, 2000; Walter E., 2005]. Sufficiently numerous synonyms consists of the following words: unsought, surplus, super fl, unnecessary, discarded, redundant, useless, unwelcome, annoying, undesirable, uninvited, hateful, friendless, outcast, casteless, unclaimed, undesired, unwished, unenviable, unloved. As a general seamntic attributes of synonymous row should be allocated to this generic "negative " to this "depression" and "frustration." Distinctive seamntic features are as follows: "feeling", "negative emotions"

Next, consider synonyms nominee «unemployment» and click the following synonyms: joblessness, idleness, redundancy. Common features of these are synonyms for "landmark", "causative", "effects", "external influence". Under the distinctive features are meant such as "reduction", "intrinsic factor", "choice", "the intensity of the experience."

Thus, when analyzing the nominee «state of being unwanted» was given 3 common trait ("negative signedness" to this "depression" and "frustration") and 5 differential, and the analysis of the nominee «unemployment» - 4 common ("landmark" "causative", "effects", "external influence") and 4 differential. Fix match only one semes ("landmark") from the number of common features.

Let us consider the important question of the origin of the words «state of being unwanted» and «unemployment», on finding their etymology, the need for in-depth analysis of the studied nominees. Let's start with the word «unemployment» and note that information on the origin of the word is not reflected in the etymological dictionary of the English language [Cotter E., 2000; Harper D., 2001]. But we can assume that it comes from the word «employment» by means of un-top boxes with a negation of values. The very same noun «employment» is derived from «employ» verb, the use of which was 1460. verb «employer», which is derived from storefronts. the words «employer». This word is derived from the Latin word «implicate» "enfold, involve, be connected with" (wrap) using prefixes in "in" + root plicate "to fold" (bend, fold). In 1584 in the English language it was first recorded use in speech the new value "hire, engage" (to hire) investigated the nominee, goes back to "involve in a particular purpose" (to serve a particular purpose). Verb imply (assume imply mean) implies a greater proximity to the initial value. Noun employee (mainly US), is used since 1850, is derived from the French. Words employ (fem. employed), pp. of employer [Harper D., 2001]. Verb imply (assume imply mean) implies a greater proximity to the initial value. Noun employee (mainly US), is used since 1850, is derived from the French. words employ (fem. employed), pp. of employer [Harper D., 2001]. Verb imply (assume imply mean) implies a greater proximity to the initial value. Noun employee (mainly US), is used since 1850, is derived from the French. words employ (fem. employed), pp. of employer [Harper D., 2001].

If we analyze the etymological portrait nominee «state of being unwanted» in chronological order, the first use of the verb «want» (1200g.) Was recorded in the speech, and then in 1300 there is a noun «want» and only in 1697 appears the adjective " unwanted». Thus, the verb «want» (v.) With a value of "need, to feel the need" goes back to the verb «ON vanta" to lack, want, "earlier * wanton, from P.Gmc. * Wanen, from PIE * weno, from base * eue "to leave, abandon, give out" with the meaning "to leave, to leave» (see vain)». The meaning of "desire, the desire to experience" was first recorded in 1706. "Wanted" in the sense of "being sought by the police" appeared in a speech slang much earlier than it was recorded in writing in 1812. Noun «want» with a value of "lack, lack of "dates back to the noun« ON vant, neut. of vanr "wanting, de fi cient;" which is, in turn, is directly related to the Old English verb «wanian» with the meaning "to diminish" («decrease, decrease») (see wane)». The expression "in the absence, in the absence" was first recorded in 1400. The value of the "state deprivation;

need; poverty "of the noun« want»appears in the speech in 1340. The expression "a lack of advertising in newspapers," observed since 1897. The adjective «unwanted» first appeared in 1697 and was formed with the help of un-top boxes (1) "not" + past participle of «want» verb [Harper D., 2001]. reduced») (see wane)». The expression "in the absence, in the absence" was first recorded in 1400. The value of the "state deprivation; need; poverty "of the noun« want»appears in the speech in 1340. The expression "a lack of advertising in newspapers," observed since 1897. The adjective «unwanted» first appeared in 1697 and was formed with the help of un-top boxes (1) "not" + past participle of «want» verb [Harper D., 2001]. reduced») (see wane)». The expression "in the absence, in the absence" was first recorded in 1400. The value of the "state deprivation; need; poverty "of the noun« want»appears in the speech in 1340. The expression "a lack of advertising in newspapers," observed since 1897. The adjective «unwanted» first appeared in 1697 and was formed with the help of un-top boxes (1) "not" + past participle of «want» verb [Harper D., 2001].

The origin of the studied nominees represent etymological dictionaries in enough detail and deployed. As a result there is a clear view of the advent of new values and the frequency of their use in speech.

At the final stage, based on component analysis of dictionary definitions, we distinguish lexical units of English associated with the image of loneliness, verbalization nominee «the state of being unwanted».

Nomination of uselessness: state of being unwanted de fi ciency, shortage. Characterization of the state of uselessness: not searched or asked for, unsought, surplus, super flours, unnecessary, discarded, redundant, useless, unwelcome, unsolicited, annoying, undesirable, uninvited, not needed, friendless, outcast, unwelcome, undesirable, hateful.

Verbs, resulting in unnecessary state: to be lacking. Now select the nominee «unemployment» lexical units.

Nomination unclaimed state: the state of being unemployed, job loss, idleness, redundancy.

Nomination unclaimed amount of people: the number or percentage of workers that do not have jobs, number of unemployed.

Nomination payments with unclaimed: unemployment compensation, social welfare.

Nomination unclaimed conditions: the condition of not having a job, joblessness.

Once we have analyzed the linguistic representation of the studied nominees recorded in the encyclopedic, intelligent, synonymous and etymological dictionaries of the English language, we turn to the analysis of experi-

mental results, conducted in two groups, differing cultural and national identity. Whose main purpose is to define the specifics of perception words designating loneliness? Qualities that characterize were taken from an associative dictionary compiled sector psycholinguistics and communication theory of the Institute of Linguistics. We begin with a review «unemployment» object characteristics evaluation results and consider them to numerical values: aggressive - 2.8, anxious - 3,4, boring - 3.2, monotonous - 3.3, sad - 3.3 suppressing - 2, 5,

Now consider the numerical values of the object «state of being unwanted» characteristics: how - 3,1 threatening - 2,3, angry - 2.2 and closed - 3.5, dangerous - 2.4, -2.9 chilling, disappointed - 3.8, aggressive - 2.1, -3.2 alarming desperate - 2.8, boring - 2.7, monotonous - 2.6, sad - 3.3 suppressing - 3,2, 2 - 5, depressing - 3.3, positive - 1.2, annoying - 2.5, terrible - 2.8, cognitive - 2,3, melancholy - 3.5, informative - 1,3, joyful - 1.9 happy - 0.9, sad - 3.4, satisfied - 1.6, fruitful - 1.5 disgusting - 1.6, voluntary 1.0.

In this article we have attempted to identify the psycholinguistic notion of loneliness image, verbalization nominees «the state of being unwanted» and «unemployment», in the minds of the English language. Therefore, we compare the data and identify. Characteristics object. For example, for an object «the state of being unwanted» we highlight the following characteristics with a numerical value above 3 points: alarm (3,2), sad (3,3) depressed (3.2), depressing (3,3), frustrated (3.8), melancholy (3,5), sad (3,4), a closed (3,5) and how (3,1).

For object «unemployment» - (3,4), a boring (3,2) uniform (3,3), sad (3,3), offensive (3,6), depressing (3,3), frustrated (3.4) desperate (3,2), sad (3,6), a closed (3,1) and how (3,3).

Comparing the two objects, the predominant characteristics when evaluating object «the state of being unwanted» are depressed, disappointed, melancholy, closed. The greatest numerical value and, respectively, the most significant characteristic in the evaluation of the test object will be frustrated, i.e. state of uselessness is disappointing from the British.

As dominant characteristics in the evaluation object «unemployment» should be allocated such as alarming, dull, monotonous, offensive, desperate, sad and how. The largest numerical value observed in the two characteristics (offensive and sad) that allows us to draw a conclusion about the experiences of hurt and sadness, initiated by the state unclaimed.

You should also highlight the characteristics of sad, which was assessed by the British respondents equally when assessing the two objects, i.e. frustration emotion of sadness is characterized as in the experience of the use-

lessness and irrelevance. On the example of this characteristic is clearly a correlation emotion of frustration and loneliness.

The «state of being unwanted» and «unemployment», as objects of psycholinguistic studies of loneliness way, we were able to identify that, firstly, in the encyclopedic source of the English language is not a definition of the nominee «state of being unwanted», but presented enough detailed definition of the nominee «unemployment ". Second, the analysis of dictionaries has been identified qualitative correspondence 2 seed and quantitative mismatch of differential seamntic components of the studied words. On this basis, we have combined them into one group of words, nominating the image of loneliness. In the third, the comparison of illustrative material became apparent more detailed representation of the nominee «unemployment» in the minds of the English language. Fourth, the analysis of synonymous row was detected only one sign combining investigated nominees. As a result of the analysis of the etymology study nominees was formed a clear idea about the origin of words, the advent of new values and the frequency of their use in speech. In the sixth, according to the analysis of the object «the state of being unwanted» implies that the experience of the uselessness of a disappointment in the British, and it was found that lack of demand is associated with the emotions of resentment and frustration sadness when assessing the object «unemployment». Also, we were able to identify universal emotions of sorrow, because this emotion is inherent in both the experience of the uselessness and irrelevance.

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Some confessional aspects of the language situation range of modern orthodox system on Poland

Elen Fedyukina *

Abstract

This article describes the features of the Orthodox population of Poland language. The language situation is characterized by intra use here in the religious life of several languages. The author distinguishes the following three varieties: the liturgical language of the Church; the language of the local population; "Orthodox version of" the Polish language. Polish, acquiring new confessional load reacts to it significant changes within their structures. Currently, Orthodox worship finds a parallel in Poland Polish version, thus forming "an Orthodox variant" of the Polish language. This idea can serve as a key for the study of Orthodox culture as a culture, rooted in the word, expressing itself through the word, is inextricably linked with it. Verbal culture is the habitat of the people, and the word as the foundation and the fundamental principle of the thinking process concentrates the experience and the specifics of the national consciousness. The written word, grafted on Polish soil pupils Slavic educators Cyril and Methodius Church Slavonic in his form, having gone through more than a thousand tests remained within the borders of present-day Poland thanks to Orthodoxy to the present day.

Keywords: Poland, language situation system, orthodox system.

This is a fundamental position which is confirmed by today's job as the Polish [Stradomski, 2003], and East Slavic [Bendza, 2003, p. 6367] scientists is not accepted and challenged certain and intellectual circles in Poland promotes the idea of alien, introduced from outside of the Orthodox faith on Polish soil habitat Western Christian civilization. The myth of the "hand" of Moscow, Orthodox Christianity as a tool unfortunately, is firmly rooted in

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the Polish public opinion. Debunking such installation and restoration of historically accurate, holistic picture life of the peoples inhabiting the land of Poland, to some extent contributes to study the specifics of linguistic-cultural environment of modern Polish Orthodox, confirming the autochthonous this confession on the Eastern Slavic lands of the Commonwealth. quite firmly rooted in the Polish public opinion. Debunking such installation and restoration of historically accurate, holistic picture life of the peoples inhabiting the land of Poland, to some extent contributes to study the specifics of linguistic-cultural environment of modern Polish Orthodox, confirming the autochthonous this confession on the Eastern Slavic lands of the Commonwealth. Quite firmly rooted in the Polish public opinion. Debunking such installation and restoration of historically accurate, holistic picture life of the peoples inhabiting the land of Poland, to some extent contributes to study the specifics of linguistic-cultural environment of modern Polish Orthodox, confirming the autochthonous this confession on the Eastern Slavic lands of the Commonwealth.

In the formation of different types of cultures, languages effectively play the role of synthesizing. He has always had a special significance on the basis of language but of different ethnic groups, representing different language subgroups (of East and West Slavic dominant), the question of language - for the Orthodox culture developing in the framework of a single state entity - the Commonwealth. To study the problem of relations between religions and language is of fundamental importance rootedness languages in different civilization circles: the western and eastern Christianity (Slavia Romana and Slavia Orthodoxa).

To the Orthodox consider themselves as a group of people without a clear ethnic identity and a certain self-designation, which identifies itself with the descendants of the ancient Rus' and consider themselves Russian. One representative of this group expressed its outlook published in "Orthodox Psheglond" magazine: "My ancestors ... always kept the memory of their forefathers laid the foundations of the great Kievan Rus, which gave rise to our people" [Przegld, 2004 from. 46]. Orthodox Christians have among the population speaking that almost lost consciousness of belonging to the East Slavic ethnic group. This so-called "Orthodox Poles" [Labyntsev, 1999, p. 14], the number of which due to inevitable assimilation processes is steadily increasing. By the will of historical destinies, the Orthodox were the resettlement of almost the entire territory of the country. As a result of forced migrations of population after World War II, a significant accumulation of the Orthodox population appeared in the northwest of Poland, and in

the southwest - in Silesia. Linguistically and ethnically us precedence value are more homogeneous regions Podlasie and Polesie both historical heirs of ancient Russian culture and habitat, which is concentrated (mainly in the Podlasie) Orthodox population speaking East Slavic languages and dialects. As a result of forced migrations of population after World War II, a significant accumulation of the Orthodox population appeared in the northwest of Poland, and in the southwest - in Silesia. Linguistically and ethnically us precedence value are more homogeneous regions Podlasie and Polesie both historical heirs of ancient Russian culture and habitat, which is concentrated (mainly in the Podlasie) Orthodox population speaking East Slavic languages and dialects. As a result of forced migrations of population after World War II, a significant accumulation of the Orthodox population appeared in the northwest of Poland, and in the southwest - in Silesia. Linguistically and ethnically us precedence value are more homogeneous regions Podlasie and Polesie both historical heirs of ancient Russian culture and habitat, which is concentrated (mainly in the Podlasie) Orthodox population speaking East Slavic languages and dialects.

What is the language of religious communion of the Orthodox population of Poland? And whether it is possible to have only one thing in any language? Questions inevitably gives rise to national heterogeneity of representatives of the Orthodox denominations in Poland. If we talk about the linguistic situation of the Orthodox Church in Poland during the last century, it is necessary to take into account the fact that consumption in the religious life of several languages, depending on the nature of the social environment or region. It is impossible not to take into account the fact that the languages of all these ethnic groups are associated with the Church Slavonic language as a language plays a fundamental role in the creation of Orthodox culture. Indeed, a common language, which would use the Polish Autocephalous Orthodox Church does not exist. It is now possible to talk about the three varieties of the language within the Orthodox denominations: the liturgical language of the Church (1); the language of the local population (2); "Orthodox version of" Polish (3).

As can be seen, the first place in this list belongs to the liturgical language, which is represented now by two linguistic reality: the traditional and the modern Church Slavonic Polish. The second place in this list takes the language of the local population (the congregation), submitted (local dialect) Podlasie and southeastern Poland, who are living a vibrating element dissected into individual dialects (gradually go out of use) Languages descendants of Western Russia. Church Slavonic liturgy was a decisive factor in the formation of "an Orthodox variant" of the Polish language

[Labyntsev, 2000, p. 83], we selected as a third kind of intra-language. The following will focus on the characteristic of each of the listed species.

Church Slavonic language continues to be the reference supra-ethnic language of the Orthodox denomination. For the modern Orthodox Church in Poland study. Vramkah this direction are regularly held competitions among students on the best expert and reader Slavic texts. Under the heading "The language of our liturgy," said an Orthodox magazine published in the Polish language, regularly published extensive comments to Slavic texts priest of authorship. Fear Eustache. The fruits of these efforts are felt: interest in his roots, to the roots of Orthodoxy and liturgical language among the Orthodox community is increasing lately.

However, in addition to this role of Church in her life and performs modern Polish. After the war the hierarchy of the Polish Autocephalous Orthodox Church was approved by the reactivation of the translation of liturgical sacred texts to use them concurrently in the liturgical life of the Church. As a result of the translators team under the general editorship. Henry Paprotsky Liturgy and Vigil appeared in the Polish embodiment [Liturgia, 2005]. Prayer, canons and hymns are increasingly coming out with parallel Polish translation. Orthodox church in Poland has acquired a second parallel Polish version, and the Polish Church now has virtually the entire arsenal of religious literature in two languages. Using a traditional, Church Slavonic language or Polish are not strictly regulated, but left to the discretion of the clergy and laity of the church. Church used in the liturgy above all in the east of Poland: Podlasie and Polesie. In the temples of the central and western regions of Poland (Warsaw, Wroclaw, Gdansk, Szczecin) or alternate of Church and Polish liturgy, or (if the arrival is a fully Polish-language). However, in recent years already and in the east of Poland (Bialystok), there has been a turn to use the Polish language in the liturgy. Church authorities, observing the gradual polarization liturgy, introduced into the temples of the custom to read the Gospel, prayer and utter cries popolski sermon. Using parallel liturgical texts in Polish, Polish Orthodox Church, in principle, It does not diminish the role of the Church Slavonic language, but declares readiness, particularly in the face of the younger generation of the clergy, to the next full transition to the Polish language in the liturgy. On the pages of the Polish Orthodox press and Internet discussions about the language of worship carried out very sharp [Misijuk, 2008]. It is important to note that the interaction and cult Church Slavonic language and the language of the West Slavic language is interesting and cultural problem that requires in-depth and comprehensive analysis. http]. It is important to note that the in-

teraction and cult Church Slavonic language and the language of the West Slavic language is interesting and cultural problem that requires in-depth and comprehensive analysis]. It is important to note that the interaction and cult Church Slavonic language and the language of the West Slavic language is interesting and cultural problem that requires in-depth and comprehensive analysis.

Second dedicated contact forms a subgroup of the local population tongue. As a living language media Orthodoxy it reflects the state of the local dialects, it is a kind of Ukrainian dialects. Lexical distinctiveness gives an idea of the "Atlas of dialects Bialystok" manufactured Slavic Publishing Center [Atlas, 2007, p. 294 311]. Contemporary linguistic situation distinguished blur ethnic framework and the existence of transitional dialects. Carriers different dialects and now define themselves and each other, advantageously at phonetic (sometimes lexical) their features [Czykwin, 2000, p.265]. Also preserved ethnic names with binding, for example, "Korolevtsy" (from "Kingdom") and "Lithuanians" (that is, the descendants of the inhabitants of the Grand Duchy of Lithuania). Special attention should be paid to the existence of the present-day territory of the Commonwealth ethnic group identifies itself only in connection with a religious affiliation. "We are Orthodox Christians and speak in their own language," "each religion its language", "introduction another language would be inappropriate," - these statements, [Czykwin, 1998, p. 3839] direct evidence of the primary role of the confessional as a pivotal factor for the Orthodox population of Poland. In connection with the language sermon it should be noted that with regard to Pidlyashshya situation, the language in which Priest accesses the flock is mixed hybrid language lexical in approximate relation to Russian,

Currently, the language environment is dominated by the Orthodox "Orthodox" option (3) of the Polish language. Category Orthodox Poles continued to increase and the Orthodox Polish-print by now almost completely replaced the East Slavic. For speech Orthodox Poles (written and oral) that modern linguistics has not been studied, tend to use a significant amount of religious sphere. Eastern Slavic religious vocabulary gradually and in several stages adapts the Polish language, including phraseology. Polish, incurring as a result of such contact is influenced by the Orthodox worldview interacts with elements of the East Slavic language at different levels, so that apart not only his vocabulary, but also grammar (including syntax) border.

Between the three we have considered the linguistic layers (the liturgical language of the Church, the language of the local population and the "or-

thodox version" of the Polish language) continues the interchange, is reflected in the date and conditioning further development of the "orthodox version" of the Polish language. Possible to ascertain the presence of mind of the Orthodox population choice situation when, during a speech act or process of creation of written texts realized the possibility of using one of the existing forms. Every Orthodox is in this perspective not only the user, but also the creator of the Orthodox terminology. In spoken language, vocabulary dominated by the materials popular newspaper and magazine publications Eastern Slavic (in print, in many cases, it is transmitted through the exchange rate). The literary language of scientific publications, as a rule, preferred forms or Polish, or, if it comes to theological terminology, focused on Greek models. Be that as it may, the choice being a prerequisite for the creative act, which resulted in the birth corresponding linguistic form, testifies to dynamical state of verbal culture of the Orthodox in Poland, creative in its bosom of Orthodoxy the language with regard to the new social-historical reality. Polish language becomes, in turn, a new confessional load. which resulted in the birth corresponding linguistic form, it testifies to dynamical state of verbal culture of the Orthodox in Poland, creative in its bosom of Orthodoxy the language with regard to the new social-historical reality. Polish language becomes, in turn, a new confessional load. which resulted in the birth corresponding linguistic form, it testifies to dynamical state of verbal culture of the Orthodox in Poland, creative in its bosom of Orthodoxy the language with regard to the new social-historical reality. Polish language becomes, in turn, a new confessional load.

Investigation of the relationship between language, developed in the bosom of the Western Latin civilization, language, and through it the culture that belongs to another, the Eastern Christian civilization contributes to the deepening of our knowledge about the deep ties that exist between ethnic groups and religions and language.

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Role of prosody in increasing the effect of some types of radio texts

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Abstract

This article discusses some of the linguistic features of two types of radio text: information and analytical. Most of the works devoted to this problem, consider only particular broadcast station. The author pays attention to prosodic features and in particular those which determine the degree of effectiveness of the broadcast station.

Despite the fact that, according to the point of view of all media texts differ a certain similarity of forms and tasks, which gives grounds to speak about some general in the media, we can assume that they are also characterized by a sufficient degree of heterogeneity, which is particularly manifested in the use of different distribution channels. Of particular interest is the structure and language of such species specificity media text as radio text, i.e. media text transmitted by radio. Attention was given to the type of a media due to its characteristic such as the use of the auditory canal as the main form of expression and impact on the audience. In addition, if there are a number of works devoted to the impact of the speech with the help of television media texts, the problem of realization of influence through radio text has still not been given due attention. It should not be assumed that the power of influence of media texts transmitted by radio, by its scale less than the force of the impact of television media texts.

Keywords: prosody, increasing effects, radio texts, effectiveness

Increased interest in the functioning of the media, as well as the scope in this area due to the ever-increasing role of mass media in modern society. A number of domestic and foreign researchers have noted that mass com-

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munication is characterized by a special type of text, called "media text." It should be noted that this term appeared relatively recently, in the early 90s of the XX century, in English literature and is discussed in detail in the works of such authors, T. van Dijk (1989), A. Bell (1991) and several others. Among domestic linguists, to pay attention to this issue, it should be mentioned such as Solganik (1970), S.I. Bernstein (1977), Zarva M. (1977), GJ BV Kryvenko (1988), S.I. Tresckow (1989), AA Tertychnyi (1998), T.G. Dobrosklonskaya (2005) and others.

We should also note the important fact that they themselves are characterized by certain radio text differences. As the base used is expedient classification proposed T.G. Dobrosklonskoy, which identifies the following main types of media texts: news, texts, features, and promotional text [Dobrosklonskaya 2005: 66]. However, it should clarify the classification and does not agree with the point of view of the researcher, which allocates texts in a separate group, as they contain both elements of the message and the impact of a number of elements. It seems necessary to distinguish between information and analysis of media texts and to treat them as two separate species.

As rightly pointed out in his study, A.R. Artamonov, according to the opinion poll, 65 - 75% of students prefer when selecting radio news and commentary, ie information and analytical radio text [Artamonov 1995: 25]. This suggests that not only do they occupy a leading place among the radio, but also the strength of its influence superior to many other radio programs. This is due to the interest it is to these varieties of radio text.

Each of the above types of radio text, in view of their various functions, subject to different laws of construction, ie, has uneven structure. Problem isolation information of structural elements and analytical number of papers devoted researchers such as M.Zarva (1977), D.I. Lyubosvetov (1979), M.I. Skulenko (1986), V. Voroshilov (2006) and others. As the authors note, any text Radiotext in particular, has the three main structural elements, which can be designated as the entry, the main part and conclusion [IR Halperin 2005]. It is logical to assume that the substantive content of each of these structural elements will be different in the information and analytical radio text.

Following V.N. Jaroshenko under Radio Text information should be understood radio text comprising a random event message, a fact or phenomenon that is important and represents a wide interest for a large group of listeners [1973 Jaroshenko: 56]. The set of radio text information release forms. Analysis of a number of BBC radio text shows that in terms of influencing the special role played by the entry that serves to attract the attention

of the audience and, in addition to the indication of the name of the radio channel, time and speaker's name, lists the main events to be light in the information:

You are listening to the BBC World Service. This is Julian Marshall. Coming up in the next sixty minutes. Argentina votes for a new leader. And the first lady is expected to be the first choice. In Mexico can children survive when their mother is in prison?

The main part usually consists of a number of small volume radio text, each of which lasts for 10 to 30 seconds. Ending the program, as a rule, listing the major events and often repeats the entry.

To analyze the linguistic features should apply to the peculiarities of construction of the broadcast station, a number of which is any information. Experience shows that the most common one for building the information is the principle of the RT inverted pyramids [Lyubo, 1979. Vorol. 2006]. The structure of the data message can be seen as movement from its main elements through the development of the theme to the details, or as a movement away from more important to less important elements of the message. An example is the BBC's message about the clothing company's activities:

The international clothing company GAP has called an emergency meeting with suppliers in India about the discovery that child labor has been used to make some of its clothes. The company said they were shocked to learn that the children had been used and it would destroy the clothes involved. Television pictures made available to the BBC show a boy sewing clothes burying the GAP logo.

In this case, the most important elements of the messages are carried to the top, which seems quite reasonable, since the students can learn from the beginning what will be discussed in the report. On the role of the beginning of the construction information message indicates SI Tresckow, noting also the presence in this part of the appeal to the attention of the audience [Tresckow in 1989: 51].

A fundamentally different way of constructing different analytical radio text, which can be defined as a view of a competent person on a particular event, the fact or phenomenon to penetrate into the problem and produce an analysis of what is happening [Skulenko 1986 Tertychny 1998, etc.]. Analysis of a number of analytical radio text BBC gives to state that they differ by less rigid structure than the radio text information. The presence of the entry containing the statement of the problem, the main part, consisting of a thesis and arguments for its rationale and conclusion, summing all of the above, brings an analytical radio text in its structure to a public statement, whose

main purpose is the listener's belief in the legitimacy of the protected position [Ivin 2000 45]. An example is the analytical radio text on the political situation in Pakistan, in which he poses the following question: How free and fair can Pakistan's election be? To answer this question, the author presents the following highlights:

Most Pakistani say the election of 1970 is the only one in the country, s history that could really be called free and fair. President Musharraf did of course allow the two main political leaders both former Prime Ministers to return from exile to contest this election. But the killing of Benazir Bhutto in a suicide attack seven weeks ago has overshadowed the whole campaign. Election observers and the New York based Human Rights Watch have both warned that conditions are not good for a free election.

Summing up the above, the author concludes that fair elections are not only impossible in this state, but will not contribute to the stabilization of the political situation:

Whatever the outcome of the elections whoever wins or is believed to have won the result will not provide the political stability that Pakistan so badly needs.

If the radio text information most pragmatically oriented is the entry that serves to attract the attention of listeners, and the following text is characterized by a high degree of formality, the analytical radio text is characterized by a more or less uniform distribution of the means.

Features of the structure may not condition the specificity of the use of linguistic tools at three levels:, and prosodic. Doubtless is the fact that the analytical radio text has a large arsenal of linguistic means to provide impact on the audience. However, this does not give grounds for believing that the information deprived pragmatically oriented language means. For this study, it is of primary interest is the analysis of how certain linguistic features realize the impact on the recipient of the message.

Despite the fact that the main requirement for radio text information, is the requirement for its objectivity and impartiality that can not find its reflection on the linguistic level, a number of researchers: V.L. Artyomov and V.S. Semenov (1984), B.A. Zilbert (1986), T. van Dijk (1989), Y.N. Zassoursky (2000), J. Merrill (1996), M. Price (2002) et al.) Note that the radio text information contains some elements exposure. At the syntactic level, this is manifested in the use of interrogative and incomplete sentences. Analysis of a series of information BBC shows that matters, and incomplete sentences are used only at the beginning of the release in order to attract the audience's attention:

But will his party unite behind him? And the shadow of Sumo.

Particular attention is drawn to the intonation of the registration of the information broadcast station. Features the melodic contour seen in the prevalence of positive tone contrasts combined low level of the high or middle of the average range falling tone that ensure the allocation of certain parts of speech and help to attract attention to the message:

Scientists say // the prospect is no longer / a science fiction.

In addition, we cannot ignore providing the contrast through the use of low-descending a narrow range and high downlink tone mid-range in the adjacent intonation groups:

And / leading US politician // has called for investigation /// into the violence // in Tibet. Regarding the use of emotive language in the main five hour radio text information plan, then it will be much less than the analytical radio text that explains the functional orientation of each of the species. Referring to a number of radio text information, it should be noted the possibility of the use of words with an estimated value mainly through indirect speech, the transfer of another person announcer words:

The French foreign minister said Kenya could be plunged into a deadly ethnic con fl ict. This fact, however, does not exclude, but rather emphasizes the attempt to have a speaker impact on the audience with the selection and use of appropriate radio-text citations. Of particular note is the power of influence, which is achieved through a combination of emotive language in conjunction with the specific international registration statements. Noteworthy presence contrasts using high downlink tone against the background of low level or uplink pronuclear part and low at the rising tone background medium or high level prenuclear parts:

UNICEF representatives in Somalia / Christian Banslev Olesen // says the country is a desperate situation.

Of particular note is the fact that within the framework of the radio text information, 30 different rhetorical arsenals of affluent means a greater role acquires intonation. Including prosodic design is intended to emphasize the end of one broadcast station and go to the next, which is realized through the use of low-tone descending a narrow range in the final group of intonation of the last sentence of the previous text and high part in the initial intonation group the first sentence later. In addition, it should be noted the presences of melodic contrasts in the framework of the proposals do not contain lexical and grammatical means:

He believes // many Indians are unaware // of the risks.

In addition, one of the most common means of reflection unfinished phrases and draw attention to the message is the use of medium-level-tone or low rising tone in the middle range intonation groups.

Kosovo's prime minister / Hashim Thaci // reassured the Serb population in Kosovo // that it will not face discrimination // when the province declares independence / from Serbia.

Intonation medium and short, however, there has been some slowdown to an average on some intonation groups in order to attract attention. In this introduction and conclusion are more high-speed casting, that give the impression of urgency and urgency of the message. Analysis pauses shows that they have a syntactic nature and are usually short. Emphatic pause and pause hesitations are not observed. Volume is moderate and evenly distributed. There have been isolated cases of increase in volume, as a rule, within the framework of entry in order to appeal to the attention of the audience. With regard to the conclusion, that it is, in most cases it is not characterized by prosodic selection,

Among the means of expression and the evaluation should note the use of words and phrases with an estimated value: boost his election image, hawkish credentials; ideologically modal vocabulary: rebel, insurgent ,; the use of similes and metaphors: a leap into the unknown, ... are likely to be no more than window dressing; questions, repetitions, changing the order of words and the ellipsis:

Months and months of negotiations. Solved preservation it might be ...

But can the retailing industry ever be truly sustainable? So a partial amnesty for General Nkunda.

However, despite the rather large arsenal of rhetorical funds, leaves no doubt that the role of prosody in the appeal to the attention and allocation of some of the most important from the point of view of the author's radio text elements. Among the features of the melodic contour is noteworthy the presence of a large number of tonal contrasts, both negative and positive plan. However, unlike radio text information, where these contrasts are concentrated in the introduction, analytical radio text differs sufficiently uniformly distributed. It should be noted the use of positive tone contrasts allocation information center with a high or medium downlink tone wide range on a low background level prenuclear portion; as well as tonal contrasts negative character:

Perhaps, // not in public / that might cause its leaders dif fi culties / with the families on the abductees // and their supporters /// but perhaps // it could do it in private.

In addition, widely used low contrast tone downlink tone and narrow band high or average downlink tones in a wide range of related international groups:

After announcing / he was running against Robert Mugabe // he was expelled / from the party.

To maintain contact with the audience, the author also uses a special design of prosodic unions at the beginning and in the middle of sentences, which are always allocated a pause and a low rising tone or tone mid-range:

But // six years later // President Bush refused to do it.

Furthermore, it should be noted size groups that are more concise compared with groups radio text information. Also plays an important role. Greater effect is achieved due to the wide use of emphatic pauses usually mean duration. Pause hesitations, as in the radio text information, absent, indicating that the preliminary preparation for the performance. Temp utterance analytical radio text is an average. There are frequent cases of a slowdown in some fragments statements for the purpose of an appeal to the attention of the audience. Author pursues the same objective by increasing the volume of pronouncing certain words and intonation of entire groups, which contributes to a better perception of the Radio and significantly increases its pragmatic orientation.

Thus, the comparative analysis of the information and analyzes radio text shows a number of differences in their linguistic and structural design. These differences are related, primarily, with the various functions discussed types of radio text. A small number of rhetorical devices in the information broadcast station due to the desire speaker to a more or less objective information. The main purpose of analytical radio text is an attempt to convince the listener into the legality of a particular point of view, as well as a deep analysis of the problem, which makes it necessary to apply to a series of pragmatically oriented, first of all, prosodic, linguistic means. The analysis shows that, along with the means to influence, great role of prosody,

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Stylistic functions lexical archaisms on the basis of historical chronicles Shakespeare

Walter Wringler S. *

Abstract

Shakespeare's language is difficult to understand, especially in the original, up to date, according to the authoritative Shakespeare observed distortion of meaning due to errors in translation caused by incorrect interpretation of Shakespeare's use of language.

Analyzing the lexical and archaisms, you will notice some similarities in their use in the context of the chronicles. Their main function is to show the historical flavor of the era described, its cultural characteristics. For example nouns can be divided into several subgroups:

1) The names of objects and items of military terms:

Names weapons: Sward (sword), Dagger (dagger), hilt (sword handle), point (the edge, a blade), buckler (shield), harness armor; mailed - clad in armor; wizard (visor (hat)), helm (helmet, helmet), beaver (visor), «Alarm» (originated in 1325, obsolete value - «a call to arms», the modern meaning - «a sudden fear or distressing suspense caused by an awareness of danger; a warning sound, signal for attention»),« Falchion»(originated in 1303, obsolete value -« any sword, the modern meaning»« a broad, short sword having a convex edge curving sharply to the point ").

The word «Alarm» came into English in 1325. It was borrowed from Old French (alarme), in the Italian language; it took the form of all'arme. In the 16th century the word broadened its meaning and came to mean «any

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sound to warn of danger or to arouse». In 1590 there was a verb formed from the noun.

The meaning of the word stands archaic component: usually alarum, archaic: a call to arms <the angry trumpet sounds alarum>. In the chronicle of Shakespeare's "Richard III" word is used in the following context: "Our stern alarums changed to merry meetings; our dreadful marches to delightful measures ". (Act 1 Scene 1)

Translations A.V.Druzhinina A.Radlov and do not reflect the archaic meaning «a call to arms», since this value is increasingly represents a "call to military action" and not "fight". "... Merry replaced with a formidable fight, and trumpets - the gentle melody of the song" (A.V.Druzhinin)

A.Radlova passes the word to the Russian language token "abusive" (cry),.I.. Tiran B.Leytina: tocsin ringing hum was replaced by cup, menacing marches cheerful dance.

Thus, when dealing with this archaism we see several ways to transfer obsolete tokens: using archaic Russian word "alarm" (translation B.Leytina (1958), "Cry" (translation A.Radlov (1937)), and not the exact token "battle" (translation Druzhinin AV (1865)).

2) Words denoting religious activities

«Shrift» (there was 900 years old, outmoded value «a remission of sins»), «Atonement» (originated in 1513, obsolete value - «reconciliation», the modern meaning - «the reconciliation of God and man through the sacri fi cial death of jesus Christ»),« Bead»(originated in 1377, obsolete value -« prayer», the modern meaning -« a rosary, a small ball - shaped body, a drop of sweet or blood, a bubble formed in or on a beverage , a small metal knob on a fi rearm used as a front sight, a projecting rim, band, or molding»).

Let us consider in more detail the word «Shrift». The word appeared in Old English (scrift) within the meaning of «confession to priest, followed by penance and absolution». In 1594, this has become a noun value «the brief time for a condemned criminal to confess before execution». Archaic meaning: 1. The imposition of penance by a priest on a penitent after confession, absolution or remission of sins granted after confession and penance, confession to a priest.

In the chronicle of "Richard III" word is used in the following context: "Dispatch, my lord; the duke would be at dinner: Make a short shrift; he longs to see your head "(Act 1 Scene 3). In B.Leytina A.V.Druzhinina and translation of this word is omitted. A.Radlova, in our opinion, exactly transferred obsolete value on the Russian language using the token "confession".

3) Words human quality. The nouns as examples we consider two archaism of this subgroup. These are the words «Attainder» and «Defacer» «Attainder» (originated in 1444, obsolete value -. «Dishonor», the modern meaning», «the legal consequence of judgment of death or outlawry for treason or felony, involving the loss of all civil rights»). «Defacer» (originated in 1325, obsolete value - «destroyer», the modern meaning»« to mar or spoil the appearance or surface of; figure, to impair the usefulness, value, or influence of»).

The word «Attainder» came into English in 1444. It was borrowed from Old French (attainder) within the meaning "to touch upon, seize, accuse, condemn". Subsequently, the word acquired the meaning «the legal consequence of judgment of death or outlawry for treason or felony, involving the loss of all civil rights» (attainder), which is used in modern English. In the dictionary recorded obsolete meaning of this word: dishonor chronicles Shakespeare noun «attainder» we meet in the following context: «So smooth he daub's his vice with show of virtue,

That his apparent open guilt omitted, I mean, his conversation with Shore's wife, He lived from all attainder of suspect». (Act 3 Scene 5). Here the word is used archaic name value. Compare the data transfer lines. A.V.Druzhinin offers the following: "In the shadow of evil, it can not be foreseen." In A.Radlov, like A.V.Druzhin, we meet the translation, we believe, conveys a sense of the expression, but in the Russian texts of the archaic value is not reflected. "There was not any noticeable spots." But we think that the translation B.Leytina is closer to the original Chronicles, as in the Russian text is stored seam "honor": "What is the age he lived in honor, suspicion ..."

4) Name of titles, ranks, positions:

Earl (a warrior, brave man, nobleman) - Earl, Prince, Prince; the Emperor, the ruler; Knight - Knight; Chivalry - chivalry; Alderman Alderman, a member of the municipal government, a member of the county council; Marshal Royal Mews; Marshal; Post - messenger; The rich man Dives; rich, Croesus; Yeoman Teoman (1418 farmers in England centuries that led, as a rule, independent economy.); yeoman farmer; minister at the court (king or nobleman); Vintner - barman,; Herald; herald et al.

5) Garments:

Doublet kind of coat (men's clothing style of the Renaissance), Robe's mantle (ceremonial robes, symbolizing a person belonging to kakomul. Rank, etc., possession. Position or title), and others.

6) Household items:

Shimmery tube (or exhaust smoke); chimney; fireplace; imagery, unspooled of faces, perspectives.

Smaller compared with nouns group archaisms comprise verbs: To butcher butcher tortured; To misuse bad, ill-treat; To disco fit to defeat (the battle); To bid - ordering; To tilt beat up on spears to fight in the tournament; To marvel given diva, wonder, wonder; To engross collect, accumulate, accumulate; To salve lubricated (ointment); to heal; To counsel - counsel, Wis (originated in 1500, obsolete value - «to know»), Spurn (there was 900 years old, obsolete value - «to reject something disdainfully, a kick», the modern meaning»« to tread sharply or heavily upon»), Methinks (originated in the Anglo-Saxon, obsolete value -« it seems to me»), Quoth (« said»), Purchase (originated in 1290,

Consider a few words by way of example. The word «wis» arose about 15001510 years in the sense of «to know». For all the chronicles of the word «wis» is an anachronism, as the events occurred before chronicles (violation of chronological accuracy). Word fell into disuse in the modern language only functions as an archaism.

In the chronicle of Shakespeare's "Richard III", it occurs in the following context: "What, marry, may she! Marry with a king, A bachelor, a handsome stripling too. I wish your grandma had a worser match. (Act 1 Scene 3). In translating this word is omitted, but, from the context, it can be concluded that the word is used in the meaning "to know".

Another no less interesting example - the word methinks. The originated in Old English language within the meaning of "it seems to me". In modern English word is used only as an archaism in the works on a historical theme. Translated into Russian language the word is also omitted.

Consider archaisms, which in the texts act as adjectives: Gentle noble, well-born, noble, noble blood; Bold - confident; brave, courageous, bold; Damnable damn, goddamn, fucking disgusting (as amplifying expression); Secure confident, arrogant; Trim excellent, excellent, wonderful; Trustful - sad, sad; Gross rough, clear, conspicuous, blatant; Mailed - and others in armor.

Let us consider in more detail some of them. The word «Erroneous» came into English in 1400. It was borrowed from Latin (erroneous) within the meaning of "vagrant, wandering" . Adjective acquired the meaning «containing or characterized by error». The word stands archaic meaning wandering. In the chronicle of Shakespeare we find it in the following context: "Erroneous vassal! The great King of kings Hath in the tables of his

law commanded, that thou salt do no murder: and wilt thou, then, Spurn at his edict and ful fi ll a man's? (Act 1 Scene 4)

Let us compare the translations of the quatrains and A.Radlov M.Donsk. A.Radlova: Oh silly! After all, the king over his wrote on the tablets. M.Dons: Blind following orders! But is the emperor of all carved on the tablets, "Thou not kill"? Thus, we see that the meaning of the word «Erroneous» is not transferred in Russian texts. This token is eating as a characteristic of the negative qualities of man.

The group of adverbs we have carried the word denoting the time of day and greetings. Consider as an example the word «yester night» and «good morrow». "Western night" very old word came to 900 years within the meaning of «on the night last past». It is its unique value, which in the modern language is archaic. Translation of the word "yesterday", "last night."

The following example a word for a greeting. The expression "Good morrow" originated in Middle English in the years 13501400 in the value of "Good morning" or a combination of generally omitted or translated neutral "Good day."

Archaisms in the chronicles of Shakespeare perform certain stylistic features. The most common vocabulary used by the author of the series as a means to communicate the text or part of a high, solemn color. Expression vocabulary through word transmitted objects, phenomena, the grounds, the action, in such a way that "poetic" be approved. Thus, the archaic words allow to give statements of heroes lofty tone.

Another important feature of the archaic vocabulary in a chronicle - a folk stylization. By using the names of everyday objects, military and royal household, clothing, names of titles, titles, occupations, the author gives us the opportunity to experience the era described, imagine it the most colorful and clear.

Very often, W. Shakespeare uses archaisms to give an ironic emotional coloring to ridicule heroes chronicles or events described in it. For example, in the chronicles of common stylistic device such as a "play on words", which in turn is based on the NCCA plays by William Shakespeare obsolete and modern meaning of the word: Knight errant (Knight Errant) and arrant knave (highwayman); And is not a buff jerkin a most sweet robe of durance? - But is not it, buff jacket - very strong thing? (Clothes buff wore prison guards where given a clear hint that the hero can fall into the debtors' prison in the statement contains a pun based on the double meaning of the word durance... «Prison confinement" and "special strength») For obtaining of suits? - To procuring (Pun: suits - «the subject of the petition" and "cloth-

ing" (dress executed, which became the property of the executioner), There's neither honesty, manhood, nor good fellowship in thee, nor thou not of the blood royal? ., if thou not stand for ten shillings - I do not know, really, whether there are in your royal blood ... ten shillings royal coinage (double pun contained in the original: Royal - «royal" and "coin worth 10 shillings"; to the stand - "to be able" and "be valid»), not pray to her, but prey on her, do not pray to him, and rob him (in the original pun: to pray - «mo os», to prey -« rob»), Their points being broken - down fell their hose.

With archaic words author often transmits the voice characteristics of the hero. It is seldom used rough obsolete words and phrases, or colloquial expressions. For example the expression «zounds!» (Yes, that I ...! Milder version of oaths short for a stronger God's wounds). Or mistreatment sirrah hey, you! (Appeal to the man, expressing contempt, disrespect, its claim to the superior position of the treatment). This may also include a statement that expresses the assurances given word, oath, promise: No, by my troth, ... On the Russian language is the expression is transmitted as follows:

Biryukov, E. (1950): Eybogu not see, Kanshin P. (1887): Oh .. Honestly, Pasternak (1948): There is no way

Moritz V. Kuzmin, M. (1937): Do not wait, I promise!

Thus, the dominant stylistic language of the text is a pastiche of the era, so all the lexical diversity of expressive means "work" on his archaization. Archaization a dual function: on the one hand, therefore, stylized language of the past, on the other - creates an image of a particular voice environment.

Thus, archaisms function can be described as follows: 1. Expression; creating greater expressiveness; 2. Historical and folk pastiche; 3. Creation of irony; 4. The speech characteristics of the characters.

Based on the above, for example, after the researchers that the literature of the past centuries has enriched the practice of speech poets of our large number of vocabulary, which differed specific book application. Degree this vocabulary is different. It depends on the stylistic coloring of words, the nature of their relationship, the content of the text in which it is implemented. To date, this lexicon is perceived by us as archaic high, high book or poetry. This perception opens up opportunities and "emotionally contrasting layer application named vocabulary - humorous, ironic, and satirical - as a consequence of incompatibility established in the language of stylistic coloring with the name of a particular object or a very negative attitude towards him of the author.

Thus, obsolete words can serve as a means of creating a historical, social, national coloring, styling language for the era, they can be a means of humor, irony and satire. It should be pointed out that, although the obsolete words as a means of creating a historical flavor and as a styling language epoch close to each other, it's not the same thing Referring means of creating historical color obsolete words describe certain concepts depicted the era, and the era of using styling language they are characterized primarily by its language. After analyzing the translations of chronicles and archaisms transmission methods can be concluded that the Russian texts obsolete meaning or form of archaism, tend to either not reflected or replaced by a neutral one. But,

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The present indefinite tense and the category of form date and category aspect in English and German

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Abstract

Specificity of the verb as a part of speech is expressed in the fact that it is a verb as a predicate always expresses not only the nomination but predication, that is, reveals the attitude of the subject of the situation to reality. That is why the verb takes on the function of the organization structure of the sentence, realizing the potential organizing center.Since function has function in describing the use of verbal times and the study of their seamntic structure must take into account not only the time value as a grammatical category but also the objective of the lexical meaning of the verb.

Keywords: categorical meanings, English, German, indefinite

In traditional linguistics grammatical category time usually is represented as a time axis, on which are sequentially successive past, present and future. At the same verb expresses the ratio of the nominal part of the statement to the apparent moment of speech. Temporal form of the English verb "future last» (future in the past) does not fit into this pattern. In this sequence of times it is impossible to depict the future in the past, because of their shared axis currently.

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Form future in the past expresses completed action in the past, considered from the point of view of previous events. Thus, within the meaning it has a purely temporal seamntics, although in this sense it is used quite rare and mostly in prose (D. Leach, J. Svartvik, 1983).

However, according to M. J. Bloch, points of contention concerning the classification of grammatical tense forms of the English verb can be avoided, if we assume that in the English language, there are not one but two categories of time (M.J. Bloch, 2005).

Based on the fact that the English verb is in the same word form expressing both past and future time (a form of "future in the past» I should skate, he would skate), two categories of time should be allocated in the English language. The first of these - the category of the primary time, distinguishing the past (a strong member of the categorical opposition) and the present (the weak member of the categorical opposition). The second - the category of "secondary" or time, which distinguishes the future (Futurum) as a strong member of the categorical opposition to the "non-future" as the weakest member of the categorical opposition.

Both in English and in German present tense reveals the close relationship with the type of category because it expresses her values (single, repeatable, instantly, generalizing value) are not only temporary, but partly also the nature of the species.

Based on the understanding of different types of categories, we can distinguish its various definitions. So, Koschmieder E. (1929) defines a species as a grammatical category that expresses the direction of action: - at the direction of action of; V.D. Arakin (2000) defines a species as category that conveys the character of the act or process, indicated by the verb, repetition, duration, multiple, instant, effectiveness, completeness - incompleteness, or limit, ie the ratio of action to the inner limit. I.P. Ivanov (1961, 1981) considers the species as a morphological category is of the view that as a special kind of grammatical category in English is absent however, there are four discharge (main, long, perfect and), of which the main discharge is indifferent to the type category; the remaining three categories it is otherwise called forms.

According to M. J. Bloch, a category type in the English language, as well as the category of time, it can be represented as binary oppositions, as a single verbal word form may be expressed at the same time perfect and duration (a form of "long perfect»: he has been skating). it can be concluded on this basis that the English verb has two kinds of categories, namely, "the

form of" (a continuum - indefinitum) and "kind of retrospective coordination" (perfect - imperfect) (M.J. Bloch, 2005).

Present tense in the studied languages is the most multi-valued due to its ability to express the actions and attitudes that are valid at the time of the speech, that is not only taking place at the same time with him, but also took place before the speech or expected after it. This is due to the specifics of grammatical meaning of the present time, which expresses not a mathematical point, the border that separates the past and the future, and the segment on the time line, while its length depends on the subjective perception of the time the author of statements and is expressed in a context that reflects a particular speech situation.

As mentioned above, the main value of the form present in the test language is closely with seamntics verb, which in this case is understood as the expression of the mode of action - once, repeatability, start, completion; expression of action verbs, states, relationships, attributes; stative and dynamic verbs. In this regard, we must distinguish between two categories, differently expressed in the studied languages: the nature of the actions and views.

Category character actions is and is present in the seamntics of the verb (including impersonal form), but may be varied in the context, depending on factors such as, for example, or inanimate subject or object actions, the availability of temporary markers circumstances place and time, and a few others. Thus, the nature of the action should not be considered as intrinsic to the verb, but rather its individual values implemented in the context.

Category type is expressed in grammatical and English forms Continuous, Perfect and Perfect Continuous. Discharge Indefinite is a weak member of the opposition. Thus, the British time forms (tenses) can assume because they indicate not only the attitude of steps at time speech, but also indicate its relationship to other actions on the basis of simultaneity (Continuous), the flow up to the specified points (Perfect Continuous) or effective precedence (Perfect regulative); value same shape Perfect durative identically value Perfect Continuous, i.e. does not distinguish, and brings these two forms.

However, as noted above, use of the term does not involve consideration of the categories of the form and time in the English language as a grammatical category, and indicates a close relationship of these categories, in contrast to other verbal categories, such as faces or number. This is due to the fact that the grammatical meaning of the form in English expresses the correlation with torque (Gurevich, V.V., 2001), expressed in terms of temporal markers or other action.

In the view of German grammar, understood as the opposition - (cursive) has no special morphological expression and is therefore likely nouns. His grammatical meaning manifested in the fact that in contrast to the actions of the character category, it affects the choice of the auxiliary verb forms in analytical time, as well as the possibility of mold Partizip II.

A comparison of the use of forms Present Indefinite and in the literature revealed a coincidence most of the values of these forms. Basically value - the validity of the present time (the time period considered as the present speaker), both investigated time forms may be denoted as a repetitive action and single or. It can be as action, recurring regularly and committed in the presence of certain conditions, for example: He draws one vertical line, lifts his pen, draws the second vertical, then drags his pen back to draw the crossbar, making the diagonal below. Or look at the P. He makes a downward stroke, then goes up and back to position to make the semicircle [Crichton, 1999: 107]. This value is usually called an iterative.

This value forms the present seamntically close generalizing (universal) value. The conclusion that a person, object or phenomenon has certain properties that are expressed by the verb in the form of a temporary, is speaking on the basis of his knowledge or experience, and their presence is not questioned. In the literature, particularly in the direct speech of characters are often seen examples of usage forms Past Inde fi nite or Past Continuous in the description of the scientific facts. These examples relate to those cases when it comes to the development of science and talking, wanting to highlight its latest achievements, he speaks of the already existing knowledge with the help of groups times past.

Characterizing Presence (Qualifying present) is close in value to a universal, it can also describe the properties, features or characteristics of objects or phenomena, but they are not always defined as existing at all times. Often, to distinguish between these two values makes only the nature of the subject or object of the action, as well as the context.

Single or action, both in English and in German language expressed through verbs of three types, namely:

1. Verbs with position value in space, such as lie, sit, hang;.
2. Verbs perception and feeling, for example: see, hear, feel;
3. Verbs various characteristics of the person, object, and the perception phenomena such: look, sound, hurt.

The main difference in the value of the main forms of the present time in the studied languages is the ability of German verbs to express activities

that occur at the moment of speech, which in English are expressed using the form Present Continuous. Such a value of the form called inclusive.

In addition, actions that took place during a certain period of time, including the time of the speech, which in English are expressed in the form of Present Perfect Durative.

Verb form Present Indefinite and also able to describe the state of relations and attributes, such as a person's attitude towards the world, as well as the objective relations in it. In this case, the relation of man to reality can be rational, emotional, evaluative and modal. It should be borne in mind that the modal ratio is expressed not only by means of modal verbs, but verbs with modal value (require; brauchen).

Portable values studied grammatical forms are also largely present in both German and English as well. So, both studied forms can express action that occurred in the past, expected in the future, performative actions and various modal shades.

In a simple form used in the present context is uniquely relating to the future time, the action verb seamntics becomes inevitable, an act is not dependent on the speaker.

In both studied languages, the simple present is found in this sense in the description of a preset plan of action in the transport timetables or formal events, such as: The ship sails at tomorrow 9 o'clock from Terminal 2. Die des Museums. In this case the effect is considered as an almost accomplished fact which can not occur.

Compared with the Present Indefinite, German finds more values that is connected, first of all, to the absence in the German language and forms Present Continuous Future Continuous, as well as the design be going to + Infinitive. Both in German and in English, there is a form of simple future tense (Future Indefinite and Future I), which expresses the action expected in the future, the sequence of actions in the future, the state should occur in the future and repetitive actions in the future (Krylov n., Gordon E., 1999).

In the German-language form Presents for future expression is used much more frequently than in English, particularly when describing the actions related to the near future: Ich bin gleich zurğck. [Remarque, 2004: 10] Gut, ich komme sofort. [Remarque, 2004: 12]. In addition, this temporary form is used in categorical statements about the facts, due to take place in the future, for example: Aber ich unterschreibe nichts, ehe ich nicht bezahlt bin. [Remarque, 2004: 32] Significance speaker confidence inevitability imparted particularly evident in the proposals subject which is inanimate such as: "Gehen Sie gleich schlafen", sagte er. "Morgen sieht alles anders aus. Es

klingt albern und abgegriffen aber es ist wahr; alles, was Sie jetzt brauchen, ist Schlaf und etwas Zeit " [Remarque, 2004: 41].

Thus, based on the example above analysis it can be concluded that the basic form of the present value of the time has an impact on its value portable, giving it additional inevitability value inevitability, confidence in the speaker's committed actions. Form Futur I, on the other hand, mitigates this categorical, with its help, expressed or purely temporary value, without modal tones, or expressed the intention of the speaker, his desire to carry out this action.

In addition to the above occurrences, present tense is used in subordinate clauses and conditions of the time, which is typical for the English and German language.

Another important form of the present value of the portable time in the test language is the value of the elapsed time (Praesent Historicum), which is also typical for both languages studied. The main varieties of use include Art Presence used for "revitalizing" narration stage Presence used in copyright remarks to the play, and presence restatement, common in the annotations for books and movies.

Transposition (Art transfer) forms present in scope elapsed creates tension narrative effect due to component values of "reality now", which is not completely neutralized with such use Present Indefinite and Presents speaking emphasizes the importance of the events described for the listener or viewer.

Modal use of study time Forms of four main groups of values, namely modality skill obligation, purpose and unreality. The first group includes those cases of the use form of the present time when the action is not performed at the time of speech or regularly, in the time period including the moment, but its implementation is possible in a given period. Wer wirklich verloren ist, spricht nicht mehr. [Remarque, 2004: 152] Das Glck liegt um uns herum. Wir brauchen es bloYa aufzuheben. [Remarque, 2004: 171]. So many things go wrong in life [Crichton, 1999: 173]. Unlike modal values of characterizing manifested in the fact that the action actually occurs, but its implementation is possible (or impossible). Besides, the second form modal value is present ought (imperative Presence). Both in English and in German it is able to express the desirability of an action, and in sufficiently categorical terms. Du gehst sofort ins Bett! This value is closely related to the use Presence to indicate the future, because, speaking of the desired event as being committed in the future, the author remarks underlines its necessity.

In English Present Indefinite also often incurs imperative function, but since the shape imperative, this simple form and ifs coincide, the difference between them on the basis of this criterion may be carried out as an act. Verb form Present Indefinite in the described portable modal value is usually used to express an action plan or instructions that are different character of flatness, such as: "What are these?" Stern said. "Tights?" "They're called hose, dear." There was no elastic on them either. "How do they stay up? "You slip them under your belt, beneath the doublet" [Crichton, 1999: 162]. The proposal is described as dressed people in the Middle Ages, which were supposed to make the characters in the novel.

Third modal value inherent in the present tense of the language, is a modality of the goal. It is usually expressed by the design so (that) in English and damit, so dass - in Germany, for example: You make a beam of light so weak that only one photon comes out at a time. [Crichton, 1999: 129]. Seien Sie vorsichtig, damit Sie nichts zerbrechen [Remarque, 2005: 196].

Finally, the fourth modal value of the test of time forms a modality of unreality. In describing the situations imagined speaking, verbs in the form Present Inde fi nite and Prdsens indicate actions that are not supposed to make, for example: Wie es ğber die Schultern fl ieYat! Milch aus Kanaan, Seide aus Strahlen gesponnen. Niemand ist nackt in desem Licht. Die Haut fdngt es, strahlt es zurğck, wie ein Felsen das Meer drauYaen. [Remarque, 2005: 206]. In this example, the description of the visual effect produced by sunlight on human skin poetically reinterpreted as an image of the sea. Verbs fangen strahlen and represent thus not only action to be taken at the moment, but also a generalized experience of the speaker. Let's say you choose a more extreme action. [Crichton, 1999: 172]. Form now gives them a figurative,

Finally, mention should be made about another important function in the present tense forms of the language, namely, about its per formative use. A special group of verbs in the temporary shape in the presence of certain conditions is not only able to call the action, but also to make it. This verbs such as a bet, name, promise; wetten, nennen, erkldren, versprechen and others. It is this group of verbs can be viewed as expressing the true instantaneous value because; pronouncing it in the form Present Indefinite and Presents speaking performs an action directly at the time of speech. However, one should take into account the fact that committed so the action takes place in the presence of certain conditions relating to the extra linguistic factors such as the sincerity of the speaker, his powers or the observance of a particular protocol.

In conclusion, it should be noted that the seamntics of grammatical forms Present Indefinite and Presents than purely temporary value also includes the value of the mode of action by virtue of the lexical seamntics of verbs and linguistic context. As in the basic meaning of grammatical forms and in their figurative sense, grammatical seamntics forms Present Indefinite and largely identical, although it shows a lot of features characteristic of the grammatical structure of each of the studied languages.

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"Culture & communication" organization of promoting and strengthening research and cultural contacts semanticcognitive structure of creative space of image systems

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Abstract

As noted in Baudelaire, "Salon 1846", is characterized by poetic imagination "as an artist and a writer." Painting is a visual text that comprises the message formulated by using codes. The viewer can read the text on different levels. This technique allows you to clarify and understand the mechanisms acting in a situation of intercultural communication by analyzing paintings. The study of foreign language culture and language development of interpersonal communication in accordance with national characteristics and adequate perception of foreign language culture require access to the arts, to the issues of aesthetic perception of reality. This approach is due to the nature of the information itself.

Keywords: culture, cognitive, communication, image systems.

Language is the primary carrier of information in the communication structure. Each language has both individual multichannel methods "encode" the information, and the general properties intrinsic language as the system. Furthermore factors determine context depending on the situation, the selection of lexical units, etc.

Every natural language is a language picture of the world, i.e. E. A way of perception and reality surrounding the device, which is formed by a system of key concepts and cultural constants through the key ideas and, there-

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fore, the keywords that reveal the essence of the characteristics of a particular culture. The meaning is born in one of the pictures of the world: the mythological, fairytale, folklore, philosophy, poetry, science, the art world and the world of everyday life.

The communication system of speech and verbal texts, as well as painting and music are some holistic unity. Relation to reality arises in the subject based both on personal as well as using the experience of others, the decoded subject from sources that supply "secondary" information. Art is one of these sources and forms a "secondary" picture of the world.

Artistic interpretation of reality, based on the corresponding linguistic expression using izobrazitelnovyrazitelnyh funds, is the process of formation of the artistic picture of the world, displays the fact of birth and the meaning of the expression, and, in contrast to neutral means of expression of linguistic text is created by use of the poetics. Ancient art, which has passed over the centuries evolved from Paleolithic cave paintings to modern forms of expression and offers a variety of descriptions of reality with his tongue, is painting.

Historically, art included the iconic, like language, and imagery. Accordingly, it is possible to introduce the category of "mark" in relation to the image of the canvas, which will allow it is natural to consider it as a counterpart to the text and the picture as a sort of "semiotic window."

According to Lotman, "all known cultures, moreover, all the people who are included in the culture, starting with young children, always had and have at least two very different sign systems. As an example, it usually results in language and drawing, obviously referring to the experience of children's education. It is very important to a normal child learned early to draw. But this applies not only to the children, and in general to all cultures. We do not know the culture of human (Homo sapiens sapiens), who would not have had the language and the visual system of symbols - the art "[Ivanov 1989: 353].

German philosopher and linguist von Humboldt developed a theory of language as a continuous creative process, where the internal form of the language is presented as an expression of the individual outlook of the people. Ferdinand de Saussure was the first to consider the language as a system, p. Pierce extralinguistic defined the concept of "social life" as the functioning of sign systems. Art can also be seen as a sign system for the following reasons:

1) there is the sender and the recipient;

2) it is possible to implement a material object, which is able to transmit information;

3) art obeys the laws of the functioning of sign systems.

"Signs do we call any material expression (words, pictures, things, etc...), , Thus disease, " [Lotman 1994: 6]. Linguistically, the encyclopaedia, the sign language is " education (duplex unit of language), representing the object, property, relation to reality; taken together, form a language marks a special kind of symbolic language system "[Linguistic Encyclopedic Dictionary, 1990, 167].

Thus, painting, within different genres may be represented as a text as a multidimensional pictorial process of human activities as a collective and individual human practice in which reproduced arise reified forms of human activities, t. E. Specific events occur.

In the process of communication people translates information from an internal plan for the linguistic sign, in turn, the artist translates this information into a special kind of symbolic system.

The word comes from the Latin text. textus fabric plexus compound and thus is directly related to the concept of "painting". Text linguistics is regarded as a united sense iconic serial communication units. Its main properties and integrity of a connection.

"One of the best definitions of the text belongs to the domestic. R. Halperin: Text process having completed, objectified in the form of a written document, product, consisting of a title (title), and a number of special units (super-phrasal unities) combined different types of lexical and grammatical, logical, stylistic connection having a certain directionality and pragmatic setting "[Belyanin 2007: 110]. The semiotics of the linguistic or literary text includes not only signs of natural language words and designs, but also, by definition, Norman, deals with "compositional fragments, plot details" [Norman 1994: 39].

The text content of the plan also includes minor language elements that remain neutral when used in the normal situation, speech communication, but "seamnticized" precisely in a work of art. Likewise, and in a beautiful text seamnticized neutral parts depending on their new combinations.

Comparable message transmitted by means of the beautiful text with a voice message.

Note that a voice communication is a trinomial semiotic chain: a message sender and recipient addressee involves direct reaction to the message recipient.

Norman notes that "in the language system, including the organization of thematic vocabulary, reflecting the peculiarities of cognitive experience of a particular people, the features of its material and spiritual culture, as

well as the definition adopted by the given language" convention. " All this together creates what is called a language picture of the world "[Norman 1994: 30]. Spirituality we consider as "a social phenomenon, a product and a deep foundation of culture, a manifestation of" human in man "elevates it above its own physiological needs, selfish calculation and rational reflection" [Dictionary of Ethics 1989, 88].

When considering the beautiful text, this string becomes impossible. This is due to the fact that as the sender, at any given time or even an era more than one recipient can act, but a vague set. The message encoded in a beautiful text should have a multi-layered information system provided in a concentrated, condensed form and is supposed to give each item the scenic text specific sign function. This kind of message includes aesthetic, emotional and moral information.

Norman B. Yu pointed out that the so-called trinomial semiotic chain in relation to a work of art breaks and forms two binomial chains:

"Sender (artist)" work of art "and" work of art recipient "[Norman 2004: 32].

The first chain "Poster artwork" involves encoding information, an artist with the help of colors, shapes, compositions, in which he puts a certain sense. Note that the artist consciously strives to convey the coded information.

The second chain of "work of art" recipient "meaning its multiple decoding. Namely, second chain is initiated by the author of the creative process. However, the gap of the two chains causes a loss and a distortion of the initial information.

To solve this problem, we pay attention to the peculiarities of linguistic and pictorial texts:

"Doubling of reality" in a beautiful text;

"Coincident vision of painting" in the linguistic text.

The encyclopedia visual arts are defined as a section of the plastic arts, combining painting, sculpture and graphics, which "reflects the reality in the visual, visually perceived images, in which recognizable forms of reality itself." The basis of the beautiful imagery of the text is "twice the reality", which with the help of beautiful code re-encodes the information of the real object, transforming it into a sign. In the form of a human consciousness adapted to mark this information in a new capacity enters into new relationships, creating new values and creating new model. "Communication of the phenomenon of art with a doubling of reality repeatedly noted aesthetics. In this respect, the ancient legend about the birth of the rhyme of the echo pattern of shadows circled column filled with deep meaning.

Doubling is the ontological premise of converting the world of objects in the world of signs: the reflected image of the things taken out of it natural for practical linkages (spatial, contextual, targeted, and others) and therefore easily "[Lotman 2002: 388]. The result is a sense of presence in the film, thanks to the revitalization of the work of the imagination in the perception of the beautiful text and updating events personal experience related to the unconscious sphere, which leads to the "revival" of the depicted objects and characters, recreating the communication functions on the basis of socio-cultural competence, which is linked directly to the creative personality education and is based on human activity. "In the art of the laws of beauty dominate, because it is itself a sphere of creative activity. They are a specific definition of artistic activity. The ability and need to implement functional activity, also lie at the heart of artistic activity, but they do not express themselves literally and hidden in the depths of man's inner world "[Brandes 1988: 92].

For the most complete understanding of the imagery in the text linguistic, we can give a definition of VG hook, according to which, based imagery is "combined vision of two paintings" [Gak 1966: 101], one of which creates figurative (figurative) meaning of the word (or expression) and the other corresponds to its literal (initial) value. These two pictures corresponding to two different values are superimposed on one another, wherein the shaped value, naturally, is on the foreground and a literal (source) on the second. Figurative meaning is like a projection of the literal, it exists in the background of the latter. This explains the fact that the figurative discourse "we simultaneously imagine the two concepts: the original and the new" [Gak 1966: 93].

Therefore, it is possible to connect the broken semiotic chains using imagery systems. There Artwork "visual" poetry that their lines form specific shapes and contours m. P. French poet Guillaume Apolliner known "writing" of such "poetry pictures". Consequently, the poetic code of how to implement a kind of transition from a word to an image or text in the image recoding, can restore the broken chain. Consider the example of the French and Russian languages.

Comparative analysis of the Russian and French shows that verse poetic text presented them differently.

French language refers to the context, ie the socio-cultural factor is one of the most important in studying, closely linked with the concept of art and, more broadly, the culture as a whole. Besides art and culture issues is an

important part of French society, without which knowledge can not be acquired socio-cultural competence.

As you know, the French language is primarily focused on the reader and "designed for visual perception" (which also confirms the mentioned example of "poetic paintings" Apollinaire), while the Russian language is focused. Language preference is given to the poems, written in the book, as there is for a Frenchman established opinion that "a book made for reading, not for recitation" [Bally 2001: 399]. This means that if poetry reading aloud is a feature of the Russian linguistic culture, then, as noted by p. Bally, the French language, "intended for visual perception plays a very important role in the French versification ... quite correctly observes:" Rhyme Mallarme always designed for visual perception.

As noted by D.S. Likhachev, "language of feeling (as we would say Russian language) as a kind of spiritual wealth concentration, a kind of banner of spiritual wealth and culture as a whole was typical especially sensitive to the Russian language poets" [Likhachev 1993: 7].

Note that the multi-channel encoding allows you to encode linguistic verbal poetic image, which involves a contradiction, combining seamntically distant, dissimilar concepts in picturesque text, creating a "visual" image of a man with new aesthetic information. It brings together, at the expense of its inherent contradictions, word and image. There are images of the paradigm implying not only invariant image, implying the concepts that are in relation to controversy, but "a lot of images in which it is implemented" [Pavlovich 1995: 48]. Find paradigm means describe it invariant. For example, the paradigm of water time.

Modeling reality (the "inclusion" of imagination) in the picture has initiated the process by the author in which realizes psychic need for processing specific (based on the basic human consciousness) information. From the standpoint of psycholinguistic can designate this process as a "switch" in the internal seamntic space "singular" values of internal structures by means of initiation by verbal or nonverbal value displayed in the picture corresponding fragment reality.

When text perception in the mind of the reader text assembled from the successive segments interpreted space, seamntically completed, there is awareness of the text content of its concept and structure, i.e. the general meaning in the decoding process. Hence the principle of creativity and co-creation of the artist and the audience, who become storytellers interpreted the text and its scenic development. An example of the creativity can serve as an original approach Rimbaud to search for an appropriate and transparent colors of the French alphabet.

Je dirai quelque jour vos naissances latentes: A, noir corset velu des mouches yclatantes Qui bombinent autour des puanteurs cruelles,

Golfes d'ombre; E, candeurs des vapeurs et des tentes, Lances des glaciers fi ers, rois blancs, frissons d'ombelles; I, pourpres, sang crachy, rire des livres belles

Dans la ou les ivresses colire pynitentes;

U, cycles, vibrement divins des mers virides, Paix des patis semys d'animaux, paix des rides

Que l'alchimie imprime aux grands fronts studieux; O, suprkme Clairon plein des strideurs ytranges, Silences traversys des Mondes et des Anges:

O l'Omyga, rayon violet de Ses Yeux!

Sonnet French poet Arthur Rimbaud "Vowels" translated by A. KublitskoyPiottuh:

A black; White E; And the red; In green. About Blue: mystery I tell them in turn, have

A velvet corset insect body that buzz over the stench of sewage. E white canvases, tents and fog.

Gloss mountain springs and fragile webs! And purple blood oozing wound

Or scarlet lips amid anger and praise.

In a quivering green ripples wave's wide, quiet meadows, deep peace of the wrinkles on the brow of labor alchemists gray.

About sonorous roar of the pipes shrill and strange, Flying angels in heaven lengthy silence

Brave her eyes violet rays.

Prioritization selected colors therefore fully corresponds to modern frequency dictionaries:

French: noir blanc rouge vert bleu jaune

(Black white red green blue yellow). Comparable to the Russian language:

White red black green blue yellow.

"As noted by Baudelaire in the" Salon 1846 ", is characterized by poetic imagination" as an artist and a writer. "Painting is a visual text that comprises the message formulated by using codes. The viewer can read the text on different levels. This technique allows you to clarify and understand the mechanisms acting in a situation of intercultural communication on the example of the beautiful works" [Tretyakov, 2008: 8].

From the foregoing it can conclude the following: shaped systems can be represented as a three-part matrix creative space consisting of linguistic, poetry and pictorial codes, where the principle of imagery, combined with the word, creates space unity creative and artistic reflection in the art. In this sense, there are common patterns to create images in linguistics and art. Accordingly, the poetic code can become a connecting link between the sender, the work of art and the recipient of the information in the formation of a single creative space.

Speaking about the grammatical status pronominal form of the verb should primarily focus on the concept of the grammatical (morphological) forms.

Most grammarians noted that the morphological form of a word is a combination of two components, one of which - the carrier grammatical value, and the second - the carrier lexical meaning [Smirnitsky; 1959, p. 510; Isachenko; 1965, p. 2930; Vasiliev; 2004, p. 8]. For example, the word le journal basis determines the lexical meaning, (morpheme) I article - (they point out that the word masculine in the singular). Consequently, value, differ from each other grammatical features and values.

It should be noted that many grammarians recognize the leading role in determining the morphological form of the morphological category (type of category, temporary relatedness, collateral, etc.). Thus, Bondarko A.V. considering morphological category as a system of juxtaposed rows morphological forms (within a particular part of speech) with uniform content [Bondarko; 1976, p. 1011].

This interpretation of the morphological form largely determines the grammatical status of a combination of "reflexive pronoun + verb". In French and Spanish, there is no consensus on this issue.

According to some linguists in French combination of "reflexive pronoun verb" the grammatical form is appropriate in the verb form [Damourette et Pichon; 1970, p. 402; Styfanini; 1962, p. 115; Vasiliev; 1971, p. 1820].

According to this view, a combination of "reflexive pronoun verb" criteria corresponds morphological forms, namely, it has a single value for specialized paradigmatic level, which is opposed to the value form. This combination also has special means of expression of grammatical meaning. Thus, both forms of the opposition form, which serves for the expression collateral relations. It should be noted that such an understanding of pronominal forms presupposes the existence of the return of collateral as a special pledge, along with a valid.

According to other linguists combination of "reflexive pronoun verb" the grammatical form is not appropriate in the verb form [Wagner et Pinchon; 1991, p. 325; Grevisse; 2000, p. 11741180]. That is, in the French language does not exist pronoun forms as such exist only pronominal verbs, form a special group of verbs. According to this concept, pronominal and grammatical forms do not form opposition, and differ lexically. Consequently, the refundable deposit can not be allocated to a particular grammatical category.

It is known that the main argument in favor of rejection pronominal forms is the lack of collateral forms therein a single value [Galichet; 1970. p. 100105]. All French grammars pronominal shape is described as a form having several values and passive.

These values are really peculiar pronominal form, for example: "J'ai vraiment de plus en plus horreur de ce village, se dit Jacquemort en se regardant dans la glace "(Boris Vian L'arrachecoeur, p 159...) Value. "Malheureusement, ces deux oppositions ne s'excluent pas l'une l'autre." (Madeleine Chapsal «L'amour n'a pas de saison», 199.)

However, the pronominal form of the same verb in the French language may implement different values. According to novelists, it is the best way proves that the pronoun form is a grammatical form of the verb [Vasiliev; 1971, p. 1920]. For example: "Assise and sa fenktre, elle se regardait dans le vide." (Boris Vian. «L'arrachecoeur», p. 144) "Puis un bruit mou dans le parc. Malik et son fi ls s'ytaient regardys. "(Georges Simenon. «Maigret se fvche", p. 36)

Form se regarder in the examples and expresses values.

The implementation of the same grammatical form of such seemingly different values (passive) is possible only thanks to the presence of a single categorical value of the form. This common value pronominal verb forms French Damuret and Pichon consider reflexivity (ry exivity fl) and Stefanini - unity active and passive action manifests itself in the subject and object identity. Between the two points of view there is no fundamental difference as recurrence value assumes unity process. What matters is that in both cases we are talking about a single value pronominal form as its collateral value. The total value of recurrence is implemented in each particular manifestation pronominal form.

Thus, no different seamntic groups pronominal verbs and pronominal form of the verb should be made available in French / pronominal shape, opposing each other within a specific part of speech (verb) and having a uniform content, form morphological category return deposit.

The combination of "reflexive pronoun verb" in Spanish is a phenomenon no less difficult than the French.

Analysis of Spanish grammar showed that in the Spanish language, as well as in French, questioned the existence of the return of collateral, which means of expression is the so-called pronominal form of the verb.

First thing that strikes the eye is the fact that a number of scientists [Alarcos Llorach; 1997, p. 9294; Cartagena; 1972, p. 3538; Alonso; 1977, p. 131], recognizing collateral grammatical category, argue that in Spanish we can distinguish only two collateral: real (voz activa) and passive (voz pasiva). That is, in the Spanish language does not exist pronoun forms as such exist only pronominal verbs form a special group of verbs.

Paying attention to the fact that the combination of "reflexive pronoun + verb" at its value Hispanist isolated on this basis, several lexical groups pronominal verb: (los re fl exivos propiamente dichos), (los verbos recnprocos) (los re fl exivos solo de forma), passive (los re fl exivos pasivos), impersonal (los re fl exivos impersonales) or other pronominal verb [Alonso; 1977, p. 130135].

A fundamentally different interpretation of the essence of the pledge, we find in the works of those scholars who accept the return (average) bail in Spanish grammatical category [Pottier; 1962, p. 114; Lbzaro Carreter; 1990, p. 412]. These grammarians consider that in Spanish there is every reason to allocate pronominal form as the morphological form of the return of collateral (a combination of reflexive pronoun + verb qualifies morphological form).

It should also be noted that some linguists argue that in Spanish we can distinguish the following liens: a valid (voz activa) - basic and: passive (voz passiva), average (voz neutra), return (voz re fl eja) and common (voz recnproca) [Vasileva Shvede; 1990, p. 172173]. In this case, pronominal verb form distributed between different liens: passive, medium, and recurrent mutual.

Such classification pronominal verb forms devoid of any base, since the same verbs are usually different lexical significance. For example: "Al parecer, las dos hermanas se encontraban muy a gusto en Rotterdam." (Pno Baroja. «Los amores tardnos", p. 53).

"En el Diccionario universal de Tryvoux se lee que en el oeste de Frisia, en el Zuiderzee, se encontru una mujer marina despuys de una gran tempestad." (Pno Baroja. «Los amores tardnos", p. 28)

Form encontrarse implements and passive values.

Therefore, in the Spanish language, like French, should not speak about the different values of pronominal verbs (which are realized by a passive,

middle, and others. Liens), but the seamntic varieties of a single, common values inherent in pronominal form that is opposed form.

Attempts to identify the total value of the pronominal forms Spanish verb undertaken by some grammarians. So, IF Melzi believes that the value of profiling pronominal form of the verb in modern Spanish is modality [Melzi; 1969, p. 118]. F. Lazaro allocates value forms a Spanish pronominal [Lbzaro Carreter; 1990, p. 412]. Previously, it was noted that between these points of view, there is no essential difference. What matters is that in both cases we are talking about a single value pronominal form as its collateral value.

We believe that the pronoun forms of French and Spanish do not show fundamental differences and a common value of pronominal forms Spanish verb is reflexivity. With analogous French language, a common value for recurrence paradigmatics level Spanish pronominal form is used in the same seamntic varieties, and passive values. For example: "Saldasa mesu se la barba." (Arturo PyrezReverte «Limpieza de sangre», 22). "La mujer se quedu mirando al fuego como si estuviera sosando." (Ana Marna Matute «Historias de la Artbmila", 23.).

Grammarians also note that in the Spanish passive meaning pronominal form of the verb can be expressed by an impersonal and design [Melzi; 1969, p. 5461]. These revolutions are used mainly for expressing action emanating from an indeterminate entities operating in abstraction from its particular manufacturer. For example:

"Se comprende que aquel no era hombre a propusito." (Pedro Antonio de Alarcun. «El sombrero de tres picos», p. 53)

Impersonal structure formed from intransitive verbs «se», characterized by the presence of only predicate verb (se trabaja bien). For example:

"SH, eso se dice, pero en la prbctica no hay tal facilidad." (Pno Baroja. «Los amores tardnos", p. 58) formed from transitive verbs and the object (se busca al criado). For example:

"Se buscaba a los delincuentes de Estado en todo el mundo." (Arturo Pyrez Reverte. «Limpieza de sangre», p. 201)

The design with the pronoun "se" in Spanish is close to the French design with pronoun "on". In French also used the impersonal form of the return of the 3rd person singular. For example: il se fait un bruit, il se dit des choses incroyables. However, in this case, as the subject performs the personal pronoun "il". That is, in the French impersonal sentence is two-part. This is the main difference from the Spanish impersonal proposal, which is mononuclear (se dice, se duerme). For example:

"Il s'est rencontry un home incroyable, Clymentine l'a regardy s'yloigner." (Boris Vian. «L'arrachecoeur», p. 250)

Thus, the pronominal form of the verb in French and Spanish, along with certain similar features has at the same time distinctive features.

Another distinctive feature is less clear boundary between pronouns and forms in Spanish than French. In French, the pronominal form is opposed or on the basis of collateral relations, or on the basis of lexical differences (verbs such as apercevoir / s'apercevoir, douter / se douter et al.). Cases of seamntic coincidence of both forms is possible only for a few verbs, eg: dormir / se dormir, mourir / se mourir, penser / se penser. For example:

"Je revoyais l'homme avec lequel j'avais partagy un repas et une chambre, tandis que Clymence se mourait." (Philippe Claudel. «Les vmes grises», p. 209)

In pronominal and mourir verb form is used in the same meaning - "die".

In Spanish, the use of verbs in the pronouns and forms with the same value - a common phenomenon. This kind of couple the synonymous form, e.g., verbs: quedar / quedarse, volver / volverse, parecer / parecerse, caer / caerse, pasar / pasarse, vestir / vestirse etc. example: "Atilano Ruigumez, el alguacil se volviu para mirarle." (Ana Marna Matute. «Historias de la Artbmila", p. 17).

Some grammarians use pronominal form of the verb to the so-called "dative of interest" or "ethical dative» [Alonso; 1977, p. 133].

However, analysis of the grammar of the Spanish language has shown that there is no consensus on this issue. M. Amador notes optional nature of ethical dative, the possibility of omission of the proposal without changing the meaning of the latter [Martnnez Amador; 1970, p. 312]. A. Alonso, by contrast, argues that ethical dative is not superfluous, since the action gives the expressive nature. For example, in the sentence "se bebiu una botella de vino" reflects the situation of a person to act, the implementation of his will [Alonso; 1977, p. 133].

The essential difference between the French and Spanish pronominal form is also seen in the structure of sentences which include the pronominal infinitive in combination with a personal verb. In French, in such constructions reflexive pronoun takes a position in front of the infinitive, to which it relates, for example:

"Je n'ai que gestes, ry fl exes, habitudes. Je dois me remplir. "(Boris Vian.« L'arrachecoeur», p. 26)

In Spanish, a similar construction is also possible, for example: "Larrasaga debna encontrarse satisfecho, pero no lo estaba." (Pno Baroja «Los amores tardnos" 140.)

However, in parallel with it it is widely used a construction in which reflexive pronoun is before personal verb. Relatedness reflexive pronoun is not changed, it is still associated with the infinitive, for example:

"Y esto no se perdona. No se debe perdonar. "(Rosa Montero.« La loca de la casa», p. 201) It is obvious that in the pronominal form in these sentences are not Lich ny The used verb and the infinitive (perdonarse).

The choice of a design can be affected by various factors: the structure of the sentence as a whole, the stylistic pronominal forms, features of individual style of the author and others.

Conclusions:

In terms of mortgage relations pronominal form of the French and Spanish languages does not show fundamental differences: it acts as a morphological form of the return of collateral and has the same seamntic varieties under specific conditions of its operation.

However pronominal verb form in French and Spanish has differential characteristics. The structure of the proposal, which includes the pronominal form is characterized by a number of features that make up the specific character of the two languages. In French impersonal proposal, implementing a passive meaning, it is a two-part, and in Spanish - one-piece.

In French, the seamntics of pronominal forms, for some parameters, different from the seamntics of the corresponding form. In Spanish reflexive pronoun se often does not bear any functional load.

The difference between the French and Spanish pronominal form as shown in the structure of sentences which include the pronominal infinitive in combination with a personal verb. In French, in such constructions reflexive pronoun takes a position in front of the infinitive, to which it refers. In contrast, French, Spanish design "personal verb + infinitive" appears in two different syntactic variants: reflexive pronoun + finite verb + infinitive (no me quiero ocupar de yl) and personal verb + infinitive with recurrent pronoun (no quiero ocuparme de yl).

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The realization of semantic and syntactic relations in the complex sentences with concessive meaning in the Italian language

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Abstract

This article presents the results of the analysis ties in concessive sentences in modern Italian. This analysis was carried out as a result of diversity concessive unions, their different use, differences in terms concessions in the subordinate position, and was directed at clarifying the complex nature of concessive relations. In this context, the aim of this article is to define seamntic relations chief by type. No less important in determining concessive relations is to consider the syntactic relations, expresses the position of concessive subordinate clause in relation to the main (preposition, interposition, postposition), as adopted by linguistics believes it can influence the selection of verb forms. In the analysis of the subordinate position there is a need for statistical data the frequency of its use in each of the three positions, so in the end of the article is a table with percentages of use of concessive constructions in these positions.

Keywords: realization, semantic, syntactic, Italian.

By concessive conjunctions and expressions in Italian, most modern linguists include such as: benchy, sebbene, nonostante (che), malgrado (che), quantunque, per quanto, per + adj + che, per poco (che), ancorchy, anche se, se anche, seppure, pure se, neanche se, nemmeno se, manco se, neppure se, comecchy, con tutto che, quand'anche, anche quando. However,

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unions and allied expressions traditionally assigned to the class of concessive have a different use and are not all interchangeable, due to the differences in their seamntics. The study is providing statistical data is the actual material 40 literary works of the XX century and the 20 rooms of periodicals beginning of the XXI century. All texts have been investigated in full by a solid sample, it possible to identify more than 1,400 examples of complex sentences with subordinate concessions administered by a variety of conjunctions and expressions. Analysis of the actual material revealed no single example of a complex sentence with subordinate assignment inputted ancorchy unions, and allied comecchy expressions per poco (che), pure se, manco se, con tutto che, which confirms the observation linguists [Serianni L., 1988, P .412; Mazzoleni M., 1990, P.24] about their use of extremely rare in modern language and gives reason not to treat them in this article. con tutto che, which confirms the observation linguists [Serianni L., 1988, P.412; Mazzoleni M., 1990, P.24] about their use of extremely rare in modern language and gives reason not to treat them in this article. con tutto che, which confirms the observation linguists [Serianni L., 1988, P.412; Mazzoleni M., 1990, P.24] about their use of extremely rare in modern language and gives reason not to treat them in this article.

Concessive relationships are much more complex and even somewhat abstract compared to other types of relationships that are designated subordinate connection. In the period of development of the Romance languages from Latin among the subordinating conjunctions last recorded is concessive [Agostini F., 1978, P.386]. Observation L. Serianni [Serianni L., 1988, P.417], deals with the value of concessions are the least commonly used in everyday conversational Italian, and in the literary writing. In colloquial language, in fact, the connection of two contradictory facts chascheosuschestvlyaetsya through coordinative adversative Union (Vive poveramente, ma and ricco).

Concessive same sentence Benchysia ricco, vive poveramente expresses "neproyavivshiysya outcome that should or could be achieved at a certain reason (real or perceived)» («Il mancato veri fi carsi dell'effetto che dovrebbe o potrebbe conseguire a una determinata causa (reale o supposta)»), that's the definition of F. Agostini cited many Italian linguists. Concessive bid essentially introduces some unexpected element, the logical gap causation, an effect which is more appropriate would be to offer a subordinate cause or in the conditional sentence example Poichy and ricco, vive poveramente or Se si and ricco, non si vive poveramente. Consequently, it

may be noted that in some concessive sentence expressed undercurrent which has a causal or hypothetical.

(1) Comprera un giornale, benchy non abbia nessuna voglia di leggere (Ber, 41) (Non compera un giornale, poichy non ha nessuna voglia di leggere)

(2) Mi alzai, sebbene mi sentissi vacillante (Mor, 134) (Non mi alzai, poichy mi sentivo vacillante)

If the predicate of the main clause stands in the negative form, the replacement of a causal concessive construction, it is used in the affirmative:

(3) Anche se l'avevo vista morta, non riuscivo a far veramente mia l'idea che Maddalena era scomparsa (Sgo, 108)

(Poichy l'avevo vista morta, riuscivo a far veramente mia l'idea che Maddalena era scomparsa)

However, designs with concessive connection is not always seen as the construction in violation of a direct cause-effect relation in which the paranasal part of the sentence expresses the cause, and most importantly - a consequence of this cause. In the French language, and J. R. Lebidua indicate that causal clause administered puisque (Italian poichy seamntic equivalent) is sometimes used to express the fact that not contained in the main clause and a more general conclusions, as a statement, judgment, assertion, etc. . [Le Bidois G. et R., 1967, P.468]. The Italian Union poichy functions similarly to the French Union puisque, the following example shows:

(4) Anna and contenta, sebbene taccia (Ber, 189)

Causal proposal would look like this: Anna non contenta and poichy tace. However, the fact that Anna is silent, can not be the cause of her discontent. The real reason for the proposal, on the contrary, you may notice a link that expresses the relationship between the subordinate clause, and the very act of speaking: Traggo la conclusione che Anna non contenta and poichy tace - I conclude that Anna is not happy, because it is silent. This situation might be acceptable for a concessive constructions: Traggo la conclusione che Anna and contenta sebbene taccia - I conclude that Anna is happy, despite the fact that it is silent. If the proposal to build from the back, the interpolated cause-bond, for example, and Poichy Anna non contenta, tace, it will be more fit the primary concessive sentence.

The following examples further illustrate this type of connection concessive:

(5) Benchy «Le Monde» nel darne l'annuncio ricorra a una pia menzogna, affermando che and morto di cancro, nei circoli intellettuali tutti sapevano che era malato di Aids (laR II, 21)

(6) Ne vien fuori che Curcio, sebben non voglia ammetterlo neppure per via ipotetica, and davvero e profondamente pentito (EPO II, 38)

(7) La lettura aiuta questa funzione corporale, anche se mio padre diceva il contrario (Bia, 174)

In some cases, when parceling subordinate, concessive sentence becomes syntactically independent otglavnogo. Funktsionalnoiseamnticheski concessive Union is moving closer to adversative ma, and in the subordinate parts are often used indicative. Thus in Example (9) verb is indicative mood, in Example (10) but is retained subjunctive:

(8) Questo and affare mio. Le donne, in queste faccende ... Benchy tu sei una ragazza intelligente, lo dicono tutti (Ces, 125)

(9) Nel cedere a Stefano, si disse, sapeva cit che faceva. Sebbene, a dire il vero, lo sapesse vagamente (Ces, 161)

Despite the fact that the subordinate concessive sentence may embody the hidden meaning of causality, conditionality and adversative, it is not identified with any subordinate causal, nor nor with conditional sentences.

Concessive conjunctions and expressions, there are a large number, and function, they are not the same, due to their different seamntic load. One of the first linguists involved in concessive constructions in the Italian language, Schwabe [Schwabe J., 1918], divides them into two groups, with the result that distinguishes two types of adventitious concessive proposals: («kondizionale Konzessivsdtze") and purely concessive («reine Konzessivsdtze"). The latter species are proposals, («gesteigerte Konzessivsdtze"), entered the union expression per quanto. Most linguists of the second half of the XX century also secrete these two types of concessive sentences.

Based on the analysis of factual material, from our point of view on the nature of the relationship between the main and subordinate should allocate four types of concessive sentences: the pure concessive.

1. Pure concessive proposals

Pure concessive proposals are those of which is introduced adventitious unions benchy, sebbene, nonostante (che), malgrado (che), quantunque. All of these associations are used only in this type of proposal.

Benchy, sebbene are seamntic and functional analogues, expressing a strong dependence of the subordinate clause introduced by the chief. Due to this dependence vpridatochnoy of the regulatory prescribed use of the subjunctive:

(10) Guglielmo tirt fuori il suo taccuino e riesamint dei conti, benchy non ce ne fosse alcun bisogno (Cas, 76)

(11) Sebbene il quartiere dall'esterno sembrasse povero di gatti, ogni giorno nei suoi giri Marcovaldo faceva conoscenza con qualche muso nuovo (Cal, 240) but also may use indicative of inclinations and conditional:

(12) COSM potrai udire gratis un po'di musica; benchy sono anch'io dell'opinione del vostro Caval di spade che bisogna ricondurre la musica italiana al tamburo (Fog, 243, dop.1)

(13) In luglio travaglio [...] era giunto alle conclusioni pih radicali; sebbene dovrei dire naturali (Zangr, 257, Ext.)

In the last two examples, when parceling of the subordinate clause, syntactical relationship between them is weakened, and concessive part of the sentence serves as an independent sentence. Also important is a syntactic factor, as the position of a subordinate clause in relation to the master. When a preposition or interposition subordinate manifested strong dependency relationship, whereas the subordinate postposition - dependence becomes weaker [Herczeg G., 1976, P.213]. As noted by Jensen J. Schmitt [Schmitt Jensen J., 1970, P.506] and L. Serianni [Serianni L., 1988, P.417] concessive union in such cases has the meaning adversative ma or tuttavia. J. B. Moretti [Moretti GB, 1983, P.23] also believed that under such conditions concessive subordinate functions as adversative, but soon realizes no opposition, and correction, clarification. Meaning opposition occurs when the concessive part of the sentence is more or less independent, but there are cases when the relationship is saved, but the concessive meaning becomes less clear. In today's vernacular Italians in the formulation of the subordinate concessive in postposition often used instead of the subjunctive or indicative conditional. over frequency In today's vernacular Italians in the formulation of the subordinate concessive in postposition often used instead of the subjunctive or indicative conditional. over frequency In today's vernacular Italians in the formulation of the subordinate concessive in postposition often used instead of the subjunctive or indicative conditional. over frequencyext. - a further example, not of the products treated by the method of continuous sampling is the conditional form which emphasizes possible, the intended mode of action. When the expression of the real action, following this action, used the future tense of the indicative mood. Forms of the present and past tenses almost never occur. In the literary written language predicate subordinate concessive proposals indicative or conditional tense is made extremely rare (the analysis of the actual material by continuous sampling revealed only 2 examples with sebbene Union and a single with benchy)

(14) ... e di storie, ben che sono pih giovane di lei, me ne sono capitate diverse (Levi La chiave a stella, cited Moretti:.. 24)

(15) ... ah, ma mi congratulo lo stesso, benhcy forse per me ne dipendera la perdita d'una cara compagnia (Pirandello Il giuoco delle parti, cited Serianni:.. 417)

(16) Ieri non ho scritto, benchy mi avrebbe trovato, almeno per ri fl ettere con pih calma (De Cys, 174, Ext.)

(17) ... e sebbene lo specchio era di molle facce, scopriva soltanto quella che si animava di lui (Ces, 98)

(18) E sebbene sarebbe necessario a noi l'essere confortate, non di meno, come l'amicizia e af fi nita nostra richiede, poichy a Dio and piaciuto chiamarla a sy, vi confortiamo a sopportare con pazienza il caso ea disporvi a volervi conformare con la Provvidenza Sua (Bel, 155)

The interesting thing is that only in the examples (15) and (16) relative clause is in postposition, expressing weakening of the dependency relationship of the main, three other examples - the paranasal part is in a preposition, and, despite a strong subordinate connection, instead of the subjunctive verb It has a shape indicative or conditional.

In literary works benchy sebbene and are used more often than nonostante, and in the media and everyday communication - often nonostante. In all the examples analyzed the actual material in the paranasal administered nonostante unions and malgrado, verb is used in the form of ifs that highlights their purely concessive value:

(19) La notte scguente, nonostante avesse raddoppiato la dose del Serenol, non dormm che mezz'ora (Bra, 6768)

(20) Nonostante che quel luogo fosse a undici chilometri dal forte Pilastrino [...] non v'era quella mattina alcun rumore di esplosioni (Tob, 140)

(21) e partecipava di quella gioia, malgrado sapesse che non le apparteneva (Ort 47) (22) ... malgrado che la paventasse da mesi, la rottura era arrivata, anche per Stella, come un'improvvisa disgrazia (Sil, 137)

Nonostante malgrado and differ from other conjunctions and expressions that can function as prepositions. Purists will notice that malgrado should be used only in relation to a person, but there are examples of noncompliance with the rules:

(23) Malgrado l'ombra della sera poteva dominare il paese fi no alla cappella (Arp, 16) Nonostante, moreover, can act as an adverb, though very rare:

(24) Fu impossibile amare. E nonostante la vita era bella (Tob, 125)

Quantunque in the XIX century was widely used, but it is now time to give tion proposal draws very rare. Demanding behind form the subjunctive, quantunque expresses purely concessive meaning:

(25) Si picct anche di non mangiare, quantunque Masa le avesse taglialo un pezzo di pane (Toz, 79)

(26) A Badia, quando scese dal tranvai, Pietro arrossm quantunque non ci fosse nessuno (Toz, 150)

(27) Sigi ha diciassette anni, ed ha pih fame di tutti quantunque riceva ogni sera un po 'di zuppa da un suo protettore (Lev, 92)

Proposals, sebbene, nonostante (che), malgrado (che), quantunque, regulations framed in the subjunctive transmit always purely concessive value. There are other concessive conjunctions of expression, for example, per quanto, per + adj + che, anche se, se anche, seppure, pure se, quand'anche, anche quando, introducing proposals that convey purely concessive value, but may also have other values. In this paper, cases when expressed purely concessive value in additional to these associations are discussed further in the description of other types of concessive sentences.

2. Organic offers

The importance concessive proposals of which is introduced adventitious Allied expressions per quanto and per + adj + che, by limiting assignment of a quality or degree of manifestation of action. The paranasal part verb is commonly used in the form of ifs.

When used per quanto in different contexts, quanto can serve functions:

- the relative adjective:

(28) ... ma per quanti sfoni facessi non riuscivo a capire che cosa fosse (Mor, 488) - the relative adverbs, qualifying adjective:

(29) ... gli uni si sono convinti immediatamente che tutto and perduto [...] gli altri, che, per quanto dura sia la vita che ci attende, la salvezza and probabile e non lontana (Lev, 42)

- the relative adverbs, defining the predicate:

(30) E per quanto mi sforzassi, non riuscivo, proprio non riuscivo a ricordare niente (Mar, 105)

There are cases where per quanto loses its value, and offers entered this union expression, as well as proposals from unions and benchy sebbene express purely concessive value. Limiting value locked when the sentence contains a negative particle or non quantitative adverb:

(31) Durante il periodo del delirio parlava bene, come un poeta, per quanto non avesse studiato quasi mai (Tes, 45)

(32) ... perchy, per quanto fosse molto buona con tutti, non voleva amicizie (Toz, 26) When expressed as values and purely Give this fact, in

the proposals to per quanto always required the use of the subjunctive. In those instances in which the subordinate part of the indicative mood is used, per quanto restrictive expresses a value that is not correlated with concessive proposals:

(33) Per quanto ricordo, io, lo ripeto, al tempo di cui parlo, non avevo mai dato, ny ricevuto baci da nessun (Mort, 121)

(34) A parlare sinceramente, per quanto ho potuto vedere allora e in seguito, anche a Napoli, e per tutti i posti dove sono passato, io non ho mai visto nessun guaglione che fosse pih carino di quel mio fratello (Mort, 198)

(35) Io ero giunto a escluderlo non solo dai miei itinerari abituali, ma, per quanto era possibile, anche dalla mia vista (Mort, 257)

Offers a union expression per ... che as well as a per quanto, ogranichitelnoustupitelnymi are always demanding form of the subjunctive. Self insertion element can be represented as per + adjective / participle or + che per + adverb + che:

(36) Inoltre sulla riva del mare, c'i sempre brezza e il caldo, per forte che sia, si sente meno (Ces, 280)

(37) E poi, per male che vada, che put accadere? Mi lascera (Ces, 221)

3. Hipotetic offers

Gipoteticheskiustupitelnye offers Italian language expressing concessive constructions imposed allied expressions: neanche se, nemmeno se, neppure se, anche se, se anche, pure se, seppure.

Allied synonymous expressions neanche se, nemmeno se and neppure se are extremely rare. They impose clauses predicate without additional seamntic nuances can be formalized as equivalent to subjunctive and indicative. Purely concessive value of these elements is not transferred:

(38) S'era un cancello pesantissimo e rugginoso, il quale dava l'idea che nessuno sarebbe mai riuscito ad aprirlo, neppure se si fosse tolta la catena (Sgo, 46)

(39) Gli auguro che lo lascino in pace, ma tanto ci sara chi non la smettera neanche se si fa croci fi ggere (LaS III, 29)

The subordinate clause after the union expression anche se may use, as the subjunctive and indicative or conditional. Thus Compound concessive bid refers to one of two types: or purely concessive. Gipoteticheskiustupitelnym offer is when after anche se il congiuntivo imperfetto used or il congiuntivo trapassato, passing, depending on the context, the value of potential or unreal steps:

(40) Anche se Baba non gli avesse parlato, sarebbe stato ugualmente di umore nero (Cas, 153)

(41) Anche se bisognasse portarlo all'abbeverata, Marietta non si spaventerebbe (Des, 89) (42) ... io ti dissi che dovevi cercare di dimenticare e tu mi rispondesti che anche se tuavessi dimenticato, la polizia non avrebbe dimenticato (Mor, 476)

If the bid is, then it expresses an assumption is usually made by direct use skazue main clause in a conditional mood. However, the following example shows that the conditional mood is not mandatory and it can be used instead of the indicative mood:

(43) Io sono contrario a comprare la macchina, anche se si trovassero i quattrini (Bia, 188) relatively rarely used after anche se il congiuntivo presente or il congiuntivo passato. In this case, it expressed gipoteticheskiustupitelnoe value, but also an opportunity to express real concessions, which is a special case. In the analysis of factual material was detected only one example in which the proposal il congiuntivo passato it expresses a real concession:

(44) Come si sa, la calvizie and un problema che coinvolge un'ampia percentuale della popolazione maschile (anche se recentemente abbiano constatato che vi and un forte aumento di problemi inerenti la calvizie nella popolazione femminile), ancora oggi non sempre sono chiare le cause etiopatogenetiche alla base di questo fenomeno (EPO III, 36)

If after anche se verb decorated indicative mood, subordinate clause, depending on the context, expresses:

- or value:

(45) Scusate: in fondo, anche se mi riconoscono, io che ho fatto? (Gua, 183)

(46) Se vedo uno bastonato per strada - and intervenuto Andreotti - and il mio dovere soccorrerlo anche se non lo conosco (Las I, 4)

(47) Anche se aveva bevuto, parlava come un saggio (Tes, 49)

- Either purely concessive value, pointing to a real fact:

(48) Anche se la sua gamba stava meglio, si muoveva dif fi cilmente (Agn, 202) (49) Io so come sono gli uomini, anche se vivo quasssch (Sgo, 177)

(50) Anche se sono UN po 'stanco, affaticato, non abbandonert la lotta prima che si realizzi quello che ritengo necessario per me e per i miei fi gli (laR I, 14)

In the following example, both values are realized at once, first by l'indicativo presente twice expressed purely concessive value, then by il congiuntivo imperfetto:

(51) Anzi, adesso che ci penso, ricordo un giorno che facevamo l'amore e mi disse: continua, continua, continua, vorrei che tu continuassi senza

tenere conto di me, anche se protesto, anche se mi sento male, e mi facessi morire, ma davvero morire (Mor N, 102, ext.)

If after anche se verb is used in the conditional tense, the proposal is, but with the additional temporary shade or modal will of shade, mitigate, the relationship to the opinion of others (examples (52), (53), (54) and (55) respectively):

(52) Speravo che sarei rimasto nel cuore di tutti, anche se non avrebbero parlato di me tra loro, almeno nei primi tempi. Anzi Pietro e Lia avrebbero accuratamente evitato di nominarmi (Sgo, 234)

(53) ... il sistema comunista gli va bene, non sogna, l'occidente anche se gli piacerebbe molto avere i dollari (EPO I, 70)

(54) Provenzano and sempre in sella anche se le apparenze sembrerebbero dimostrare il contrario (EUR I, 42)

(55) Si cercano di capire i suoi legami con la Libia anche se, secondo indiscrezioni, avrebbe avuto negli ultimi mesi contatti in modo particolare con Damasco (COR I, 7)

Similarly proposals with anche se, offers a union expression se anche, a subordinate part of the predicate which is decorated ifs are (Examples (56), (57)). If the verb is used in the indicative mood - offers are (example (58)) or clean concessive (example (59)), but in modern Italian se anche is used much less frequently than anche se.

(56) ... non sei affatto una spia ... e se anche tu lo fossi, potresti essere felice lo stesso (Mor, 450)

(57) Sentiva che la partita era quasi vinta, ma soprattutto sentiva che, se anche l'affare non fosse andato a buon fi ne, questa volta non gliene sarebbe importato granchy (Cast, 198)

(58) ... se anche si sposera e avra fi gli, desiderera lo stesso diventare un avvocato celebre (De Cys 115, ext.)

(59) Se anche avevamo la Bicocca, non eravamo contadini (Pav, 267, Ext.)

Clauses introduced by Allied expression pure se, which is very rare, and also under the same conditions transmit two values. If the predicate used in ifs - expressed value if the indicative - expressed or purely concessive value:

(60) «Solo il tuo nome mi and nemico», diceva Giulietta a Romeo, e poi sospirava «Ma che cos'i un nome? Uguale olezzo avrebbe la rosa pur se rosa non si chiamasse!» (EPO II, 146)

(61) Gino Paoli (ricordate?) Ha ancora una pallottola nel muscolo cardiaco, pert non ci pensa, pure se per abitudine ormai va ogni sei mesi a farsi controllare (EUR II, 52)

Concessive clause, introduced by Union seppure, seamntically can also refer to one of two types: gipoteticheskiustupitelnomu or purely concessive, but differs from the modal sentences with allied expressions anche se, se anche, pure se. The differences lie in the fact that, as in proposals, as well as in purely concessive after seppure predicate can be used not only in the indicative mood, but also in the subjunctive. Both inclination in this case are interchangeable, because they do not add any seamntic shade determination offers the same type, or purely concessive possible only in the context.

So in the following examples offers are with the predicate of the subordinate in the subjunctive mood (62) and in the indicative mood (63)

(62) Augusta e Valentina, seppure fossero uscite, sarebbero rimaste come LM dentro: escluse dalla vita (Ces, 260)

(63) Tu sei quells tale cacciato via per scarso rendimento, e un dirigente non se la sente di assumerti. Seppure ti prendono, lo stipendio sara inferiore e la tua posizione per nulla forte (Bia, 120)

In the following examples, with subjunctive and indicative proposals are purely concessive:

(64) ... la donna disse qualcosa a Subissoni che lo agitt al punto da fargli sbattere le mani in modo rumoroso, seppure si trovasse al margine della piazza centrale, tra la gente (Vol, 23)

(65) Una vedova, seppure s'incontra con qualcuno, non fa tanto peccato come una ragazza: meno assai! (Mort, 245)

4. Offers

Apart from our point of view should be considered proposal introduced two concessive expressions quand'anche, anche quando. Their use is extremely rare; however, in view of the fact that they have the added seamntic value, it is necessary to describe them. it is usually followed by a verb in the subjunctive form, passing value:

(66) Quand'anche fosse COSM, l'importante and che abbia cambiato rotta (LaS II, 8)

(67) Le case maschili e quelle femminili sono sempre separate. Anche quando si trovino nello stesso fabbricato, non communicano tra loro (COR II, 8)

It is also possible the use of the indicative mood, if the subordinate clause expresses the assignment of real action, that is, when purely concessive meaning:

Thus, in the Italian language in the system of complex sentences with concessive value can be divided into four basic types of offers: the actual concessive, and offers. As for the unions and union statements, they can act as a means of communication only one type of proposals, while others.

Themselves unions expression according to the type of sentences in which they are used, can be divided into several groups:

1. Benchy, sebbene; nonostante (che), malgrado (che), quantunque used only in a purely concessive sentences;

2. Per quanto, per + adj + che used in sentences, it is their primary use, but under certain conditions, their use is also possible in purely concessive sentences;

3. Neanche se, nemmeno se, neppure se are used only in proposals;

4. Anche se, se anche, pure se when a predicate subjunctive administered w

Proposal, predicate indicative mood administered sentence as and purely concessive;

5. Seppure used in and purely concessive sentences regardless of the inclination of the predicate of the subordinate clause; the type is determined by the offers contextually;

6. Quand'anche, anche quando when a predicate subjunctive administered Proposal, predicate indicative mood administered purely concessive proposals, but in both cases there is a temporary shade.

With regard to the frequency of use concessive conjunctions and expressions with respect to each other, on the basis of the analysis of the actual material, the results of which are presented in the following table, one can conclude that the most widely used is concessive design implemented Allied expression anche se (in 55% of 100% relative all other concessive conjunctions and phrases). In colloquial language used in the vast majority anche se, that emphasize data informational language and material periodicals most popular Italian press (76.3% in example peridicative portion inserted through anche se). The standard language except anche se frequency are sebbene unions (19.7%), benchy (15%), per quanto (10%).

	literary works	Periodicals	Total
Anche se sebbene benchy per quanto nonostante (che) se anche quantunque seppure malgrado (che) per + enc / adverb + che	449/401 195/23 149/19 98/27 25/9 18/14 25/6 25/8 6/5 6/4	355/20 17/12 18/11 14/10 43/19 13/10 1/1 / 4/4 1/1	804/60 212/35 167/30 112/37 68/28 31/24 26/7 25/8 10/9 7/5
total	996	466	1462

In complex sentences clause found in the pre, post and interposition. Neither position can not be named for all the prevailing concessive con-

structions. Proposals introduced anche se + indicative, benchy, sebbene, quantunque in most cases are in the postposition. Proposals introduced anche se + subjunctive, se anche, per quanto, nonostante often take the starting position. The interposition subordinate concessive proposals are rarely used.

	preposition	interposition	Postposition
anche se + Indicativo literature press + congiuntivo Literature Press Literature Press + condizionale sebbene benchy per quanto	165 (22.7%) 88 (22.2%) 77 (23.3%) 39 (60.1%) 35 (72.9%) 4 (25%) eleven 94 (44.3%) 63 (37.7%) 87 (77.7%)	9 (1.2%) 9 (2.3%) 1 (0.5%) 2 (1.2%)	552 (76.1%) 299 (75.5%) 253 (76.7%) 25 (39.9%) 13 (27.1%) 12 (75%) 13 May 8 117 (55.2%)

Thus, in the Italian language in a concessive subordinate clauses introduced by the majority of concessive conjunctions and expression, regulatory use is the subjunctive, the proposal itself is often purely concessive. With Allied expression anche se, which is most widely used in the literature and in the spoken language, or its equivalents se anche and pure se proposal is purely concessive if the predicate paranasal portion indicative executed. If the verb is used in the subjunctive mood, deals with anche se, se anche and pure se are. Postposition subordinate, in which, as noted by some linguists, weakening the dependence of the subordinate clause to the main, which leads to differences in terms,

List of factual material abbreviations:

AgnAgnelli, S. Vestivamo alla marinara, Milano: Mondadori, 1979.

AlvAlvaro, p. L'uomo and forte, Milano: Garzanti, 1966.

ArpArpino, G. Un delitto d'onore, Milano: Mondadori, 1965.

BelBellonci, M. Tu vipera gentile (comprendente Delitto di Stato, Soccorso a Dorotea, Tu vipera gentile), Milano: Mondadori, 1983.

BerBernari, p. Tre operai, Milano: Mondadori, 1975.

BiaBiamiciardi, L. La vita agra, Milano: Rizzoli, 1980.

BraBrancati, V. Don Giovanni in Sicilia, Milano: Bompiani, 1976.

Cal Calvino I. Marcovaldo ovvero Le stagioni in citt a. Milano: Mondadori, 1993.

CapCapriolo, P. Il nocchiero, Milano: Feltrinelli (I Narratori), 1989.

CasCassola, p. Il taglio del bosco (comprendente Bab and 1946, Il taglio del bosco, 1950, I vecchi compagni, 1953), Milano: Mondadori, 1977.

CastCastellaneta, p. Vita di Raffaele Gallo, Milano: Rizzoli, 1985.

CesDe C yspedes, A. Nessuno torna indietro, Milano: Mondadori, 1966.

COR ICorriere della Sera, 1,642,007.

COR IICorriere della Sera, 2,542,007.

De CysDe C yspedes, A. Quaderno proibito, Milano: Mondadori, 1981.

DesDess n, G. San Silvano, Milano: Mondadori (Gli Oscar), 1981.

EPO IEpoca !, 842,007.

EPO IIEpoca !, 2,942,007.

EPO IIIEpoca !, 652,007.

EUR IEuropeo, 2,742,007.

EUR IIEuropeo, 452,007.

FogFogazzaro, A. Piccolo mondo antico, Milano: Mondadori, 1966.

GuaGuareschi.G. Il marito in collegio, Milano: Rizzoli (BUR), 1981.

laR Ila Repubblica, 1,142,007.

laR IIla Repubblica, 1,742,007.

laS Ila Stampa, 1,142,007.

laS IIla Stampa, 1,742,007.

laS IIIla Stampa, 1,942,007.

LevLevi, P. Se questo and un uomo, Torino: Einaudi, 1982.

MarMaraini, D. Mio marito, Milano: Bompiani, 1979.

MorMoravia, A. La romana, Milano: Bompiani, 1985.

Mor NMoravia, A. La noia, Milano: Bompiani (Tascabili Bompiani), 1989.

MortMorante E. L'isola di Arturo. Milano: Mondadori (Gli Oscar), 1991.

OrtOrtese, AM Il mare non bagna Napoli, Milano: Rizzoli (BUR), 1975.

PavPavese, C, Feria d'agosto, Torini: Einaudi (I colalli), 1953.

SgoSgorlon, p. Il trono di legno, Milano: Mondadori, 1986.

SilSilone, I. Una manciata di more, Milano: Mondadori, 1983.

TesTestaferrata, L. L'Altissimo e le rose, R. Emilia: Citt and Armoniosa, 1980.

TobTobino, M. Il deserto della Libia, Milano: Mondadori, 1964.

TozTozzi, F. Con gli occhi chiusi, Milano: Rizzoli (BUR), 1986.

VolVolponi, P. Il sipario ducale, Milano: Garzanti, 1979.

Zan Zangrandi, R. Il lungo viaggio attraverso il fascismo, Milano: Feltrinelli, 1964.

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7. Schmitt Jensen J. Subjonctif et hypotaxe en italien - Odense: University Press, 1970, 736p. Schwabe J. Der Konjunctiv im italienischen Adverbialsatz - Basel: Schwabe & Co., 1918, 144p. Sensini M. La grammatica della lingua italiana - Milano: Oscar Mondadori, 1997, 826p.
8. Serianni L. Grammatica italiana. Italiano comune e lingua letteraria - Torino: Unione Tipogra fi coEditrice, 1988, 1382p.

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Organizing of training based on creative tasks as a way of formation of independent activity of students

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Abstract

Phenomena distinguished in the first version of taxonomy are elucidated in the cognitive background; they are already reviewed as the creative processes in the last version. This taxonomy means raising the organization of education to the creation level in the process of assimilation of knowledge. Consequently, activation of imagination in classes was brought up. Organization of the learning process in the imagination level is possible in the independent activity process of a learner. Setting the issue in such form translates organization of independent activities of the learner into the technology of transfer of knowledge to new generation in the learning process. The main hypothesis in front of the research consists of the following: organization of the education process based on creative tasks stimulated independent activities of students.

Keywords: creative self-activity, creative tasks, taxonomy of learning objectives, skills, independent work, seminars and classes for individual work.

Introduction: In the 60s of the last century, M.Englehart, E.Furst, U.Khill and D.Crosswall worked out the taxonomy of cognitive purposes under the supervision of B.Bloom. This taxonomy was established on analysis and synthesis processes and identified six levels of thinking abilities from simple to complex ones: knowledge, comprehension, application, analysis, synthesis, evaluation.

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In the 90s of the last century, Loreen Anderson reviewed taxonomy of Bloom together with his students and collaborators. His results were modified in such and such extent and following six levels of training skills were identified: recall, comprehension, application, analysis, evaluation and creation.

Independent work problem researched for many years as "implementation of tasks under the supervision of a teacher in the pedagogical researches has changed its nature and was begun to be researched as "specific pedagogical tool of organization and management of independent activities in the education process. Attention is paid to ideas of different scientists in terms of organization of independent work in the methodical direction. Basing on those ideas, the author has worked out the method of formation of independent activities of students through the creative tasks. This time, criteria have been identified to determine the level of formation of independent activities of students. Basing on the pedagogical researches, level of formation of independent activities of students has been identified upon motivation, content, activity, volitional, independence and creativity directions.

A pedagogical experiment was implemented at Baku State University in order to prove the accuracy of the hypothesis. The pedagogical experiment was held in teaching of the subject "Pedagogy in the groups of specialty of teacher at different faculties. 107 students in the control group and 92 students in the experimental group were involved in order to hold the research. The results of the experiment held at different faculties upon teaching specialty within a year are analyzed in the article.

Transfer of knowledge to new generation always made the teachers and researchers think. Knowledge had been sent on the basis of memory criteria to new generation in the learning process up to the 60s years. This time, the conceptual model of education was as following "read (listen) – remember - speak [Alizade, A. 2008 p.36].

While studying the capabilities of memory and thinking in the process of assimilation of the training materials in the comparative form in his researches, P.P.Blonsky identified that thinking had wider opportunities in the intellectual development of students. (P.P.Blonsky. Memory and thinking). At that time, L.S.Vigotsky explained that education had development possibilities and proved with the experimental materials that those opportunities should be searched for in the thinking space rather than in the memory space.

But, despite that the foundamental researches of P.P.Blonsky and L.S.Vigotsky were highly estimated in the theoretical level, they couldn't be

incarnated in the practical level. Instead, the researches of G.Guilford and V.Bloom in this field attracted attention.

Despite that G.Guilford estimated cognition and memory in the structure model of intellect as the necessary operations as they are thinking operations, in the mathematical terms, though that he considers it necessary, but doens't consider enough and attracts attention to the thinking process and characterizes thinking in three levels in the structure model of intellect: convergent thinking, divergent thinking and evaluative thinking. [Alizadeh,1998, p. 41]

Nearly, at that time, B.Bloom, M.Englehart, E.Furst, U.Khill and D.Crosswall worked out the taxonomy of learning purposes. "Six levels of thinking abilities from simple to complex ones are identified in this taxonomy: knowledge, comprehension, application, analysis, synthesis, evaluation. The taxonomy of cognitive purposes is established on analysis and synthesis processes and encircles different levels of thinking or reasoning ability.

In the 90s of the last century, Lorean Anderson reviewed taxonomy of Bloom together with his students and collaborators. His results were modified in such and such extent and following six levels of training skills were identified: recall, comprehension, application, analysis, evaluation and creation.

So, we made acquaintance with two versions of the taxonomy of learning purposes. Comparing these versions, A.Alizade (see: figure 1) stated that distinguishing of "creation level had special importance in the last version and "though that the phenomena distinguished in the first version of taxonomy are elucidated in the cognitive background, they are already reviewed as the creative processes in the last version. [Alizadah, Baku, 2008]. This taxonomy means raising the organization of education to the creation level in the process of assimilation of knowledge.

Creativity is regarded as the main function of imagination in the psychological literature. "A person reaches the creativity way in the flow of his\her different abilities. The main passage of this way is imagination. Other abilities of people loss their creative scope without imagination. Setting the issue in such manner brings up the problem of activation of imagination in the classes.

Organization of the learning process in the imagination level is possible in the independent activity process of a learner. Setting the issue in such form translates organization of independent activities of the learner into the technology of transfer of knowledge to new generation in the learning process. The main hypothesis in front of the research consists of the following:

organization of the education process on the basis of creative tasks stimulated independent activities of students.

Research of the problem of independent activities of students in the pedagogical studies

Independent activities of students have become one of the priority challenges of the pedagogical studies on the background of modern education paradigm. However, the problem has been studies in independent work level for many years. The authors researched the problem within the narrow content, as "carrying out tasks under the supervision of a teacher. (Alizada, Baku,11) Recently, the problem has been studies in the wide content, as "specific pedagogical tool of organization and management of independent activities in the education process [Pechkina, 2003, p.31].

In this regard, the method of approach of R.B.Sroda to this problem is interesting. According to him, independent activities include maximum activeness, creativity, modern thinking and initiation showed while implementing these activities. Studying the internal procedural side of independent activities of students, R.B.Sroda takes the activeness and independence of the learner in the dynamics during assimilation of knowledge. L.M.Primenova estimates this dynamics as a direction from the imitating activities to the creative activities. We take this provision as basis in our research and estimate any independent activity of students always in dynamics, changing and having new content after implementing any task.

Formation of independent activities at students is a complex process during the education process and passes through different stages regarding the development dynamics. These stages are presented in different forms in the different researches. The studies of Mikelson P. [Mikelson, 1940] are interesting for our researches in regard to organization of different independent activities. She divides the development stages of the independent activities of students into three parts: a) Activities implemented by students and supervised by a teacher during classes; b) implementation of tasks given by the teacher by students out of classes; c) examination and assessment of the independent imagination activities of students by the teacher. We give preference to the model suggested by A.N. Riblova in regard to formation of independent activities of students.

Study of the ways of formation of independent activities of students has great importance in the pedagogical studies. As it is known, formation of the independent activity skills are directly related with the individual activities. Recently, the researchers have suggested to establish independent activities on the basis of individual qualities in the education process. For example, A.A.Derkach and T.V.Makarova estimate individualization of the

independent learning activities as self-regulation tool in the education activities of students. According to them, a teacher shall take into account different qualities and habits of students while giving tasks. As the given tasks are in accordance with the power of students, he \she acts independently and easily while carrying out that task and assimilates the training materials successfully. The ideas of the authors are interesting and logical. The education process is not possible beyond the individual qualities of learners as a whole. In this regard, the study by A.A.Derkach and T.V.Makarova can be estimated as the method seen more real from the applied pedagogical point of view [Pimenova, 1960, 22].

A.A.Derkach and N.V.Makarova emphasize division of the students into two groups as talented and middle skilled students through the differential approach method on the background of individualization of independent work in their studies, consideration of the cognition demands of the talented student in the education process. Learning of the leading pedagogical practice shows convincingly that individual approach and differential approach are important in the organization of independent activities. In this regard, the idea put forward by A.A.Derkach and T.V.Makarova in connection with the organization of independent activities of students has paramount methodical importance for us [Derkach 1955, 210].

On of the innovations recently realized at higher schools is related with decrease of the amount of audience classes and it makes the independent activities of students more urgent. V.P.Tarantey confirms with his study that increase of share of the independent work of students in the education process and decrease of the amount of lectures shows significant increase in the preparation for education after high school of post graduates.

The logic of approach of the author to the problem is quite clear. The information abundance is so much in modern period that a higher school can't consider its function completed only by giving knowledge to students. The staff shall be trained so that he\she could be able to improve his \her knowledge both in regard to world outlook and specialization. This way passes through formation of independent activity skills.

The studies of V.Andreyev have pedagogical importance for us [Andreyev, 1998, p.318]. He analyses the efficiency of the independent activities of students and states direct and indirect supervision of the teacher directed not only to formation of knowledge and skills, but also entirely to the personality qualities, and especially to formation of independence. V.I.Andreyev is right. When a teacher pays more attention to formation of

independent activity skills at students, the efficiency of work implemented in the methodical plan also increases.

Recently, the issue of information technologies has been touched in the process of independent activities of students. If the method of application of the information technologies was researched in the organization of independent activities of students before, it is considered as the integral part of the process of independent educative activities and special programs are worked out [Andreyev, 1998, 318]. Certainly, it is one of the actual pedagogical problems of the day. It is very important both from the point of view of modern education paradigms, development level of technologies and formation of qualities of independent activities at students and consideration of the problem as the integral part of the independent educative activities by the author and working out of special programs is expedient. We think that such kind of approach to the issue contributes to increase of education to higher level.

The studies of T.I.Bilenco also have methodical importance for us. He considers necessary the didactic principles in the organization of the independent work, for example, realization of the principle of passage order from simple to complex. The author distinguishes following three types of tasks for formation of the independent learning activities in accordance with this principle:

- Task considering activities upon the sample;
- Tasks encircling activities upon analogue;
- Tasks encircling activities of reconstructive character;

Division of the tasks from the simple to the complex types and submission of these tasks to students, is one of the optimal ways of involvement of students in independent activities, formation of independent working skills at them. We consider that if the teachers of different subjects apply this method, besides formation of independent activity skills, the educative successes are high at them.

A.O.Fyodorova estimates the independent activities of students as a phenomenon. He considers the independent activities of students as the collection of implemented independent works. The method of approach of the author to the problem is logical and coincides with our position. According to him, the independent activities of students end with different results. The author considers the system of knowledge, skills and abilities obtained during the execution of different tasks [Fedrorova, 2011].

A student carries out total independent works during their activities. It shall be estimated as their daily activities. These activities are carried out in three levels, cognitive, intellectual and creative levels depending on their

personal qualities. This time, the student carries out different tasks. Execution of tasks stimulates different activity skills of students. Over the time, if the student set tasks and settle them in addition to the tasks given to her\him, it is already the result of his\her passage to next, higher stage of the activity level. Creative attitude of students to this task is the highest level of this stage. As we mentioned above, it proves the sayings in this field. Increase of independent activity skills contributes to both increase of quality of education and efficiency of the educative activities of students. But, despite that the application of the problem have been analyzed in details, its improvement in the methodical level is needed.

Interpretation of the study: Nowadays, the main duty of a teacher is not arming a student by knowledge, skills and abilities, but incarnation of independent activity skills at him\her. The purpose of the study is identification of optimal ways of formation of independent activity skills at students. Acting from this purpose, the following hypotheses were forwarded in front of the research:

If education is organized on the creative tasks at higher schools, independent activity skills could be developed at students. Acting from this hypothesis, creative tasks were used in the seminar and individual work trainings in the course of the pedagogical experiment. Let's state some of the creative tasks suggested to students.

a) To write a composition in the subject "My dream. (It is a task having diagnostic character and contributes to know the relation and motivation of the student towards his\her specialty).

How do you think, which changes shall be implemented in the structure and content of secondary schools in order to improve the education level of students (this task is given after having learned the subject "Education system? They state their thoughts on a paper and present it. The thoughts of students having more relevant notes are discussed. The student explains his\her thoughts before the group and they are discussed, the students ask questions and he\she answers them and tries to prove his\her thoughts).

Let's suppose that you are employed as a teacher at any school. You choose any subject and how will you present that subject to students? The students are proposed to prepare a presentation (This task is given to student after having taught the subject of methods of learning). A student plays the role of the teacher and teaches. And other students play the role of "school children. The student playing the role of the teacher teaches: - he \she explains the new lesson, asks questions, asks the lesson, makes dialogues and so on. Briefly, he \ she presents the lesson.

This task is implemented regarding organization of both of traditional, active and interactive lesson. After some of such kind of presentations of the lesson, two students prepare lesson on the same subject. It contributes to observation of the approach of two teachers to teaching of the same subject and implementation of the comparative analysis. The students discuss the lesson and give their opinions after every presentation.

Students are presented different situations concerning teacher – student, parent – child, teacher – parent relations. They are suggested to comment on this situation and to estimate them from the pedagogical point of view. That is to say that, what shall a student and a parent shall do in that situation and which method shall be used and how. The thought of the student is discussed collectively.

Such kind of creative tasks are used in accordance with the content of every subject within a year in the seminars and individual work trainings in the experimental groups. Such kind of creative tasks are enough in the content of the pedagogical subject. It is possible to use such kind of creative questions in learning of all subjects. Simply, they shall be found and presented to students. They are more active during implementation of these tasks.

Implementation of the creative tasks allow to identify how the theoretical material was assimilated by students. A student now learning the theoretical materials can't answer these questions in the duly level. In the experimental process, the students select and learn independently the creative tasks to be given to them. Organization of trainings on the basis of creative tasks increases the activity of learning the theoretical materials of students.

Criteria of assessment of independent activities of students: While beginning the experiment, first of all, the criteria shall be identified in order to determine the level of formation of independent activities of students. Correct identification of criteria significantly influences the reliability of the results of the research. We consider expedient to approach the criteria of determination of formation of independent activities of students in the following directions in the experiment process:

In the motivation direction – positive attitude to his\her specialty, cognitive demand on learning and strength of interest, availability of cognitive, social (as well as social collaboration) and professional grounds and so on.

In the content direction – depth of knowledge assimilation, completeness of assimilation of content and volume of notions, completeness of the applied skills of knowledge and so on.

In the activity direction – activity rate, attitude to learning activity, completeness and strength of the practical skills, conscious attitude to activities and so on.

Volitional direction - try to overcome the difficulties, self-discipline and so on.

Independence direction - to have the qualities of independence, completeness and the strength of independent activity skills and so on.

Creativity direction – creative attitude to implemented works, attitude to create a new one, creativity skills and so on.

We consider expedient to estimate the formation of the independent activities of students in three levels (high, middle, low) upon the mentioned directions referring to the advanced experience and pedagogical literature. The students included in every level differ from each other in regard to quality.

A pedagogical experiment was implemented at Baku State University in order to prove the accuracy of the hypothesis. The pedagogical experiment was held in teaching of the subject "Pedagogy in the groups of specialty of teacher at different faculties.

The pedagogical experiment is one of the integral parts of the pedagogical research and encircles the unique complex of methods providing the scientifically and objectively proved examination of the hypothesis based on the beginning of the study and the efficiency of the scientific innovation brought to the pedagogical theory through it. In this regard, our main purpose in realization of the pedagogical experiment is application of the methods prepared by us in the field of efficient organization of independent activities of students in the learning process and examination of the efficiency of its results [Sroda 1956, 57].

The experiment was carried out in three levels:

1. Beginning of the experiment,
2. Progress of the experiment
3. End of the experiment

At the beginning stage of the experiment we studied the pedagogical practice of teachers of different subjects in regard to organization of the independent activities of students and prepared methods encircling more optimal way of solution of problems. At the same time, experimental and control groups were identified.

At the second stage, trainings were held upon suggested new methods in the experimental groups and upon old methods in the control groups. At the last stage, the results of the experiment were assessed.

The experiment was held in BSU of Azerbaijan. 184 respondents consisting of students were involved in the study. The participants joined the study in the form of two groups: a control group consisting of 92 students and an experimental group consisting of 92 students.

Number of respondents				
Group	Frequency	Percent		
Control	107	53.8		
Experiment	92	46.2		
Total	199	100.0		

Table 1.Analysis of the result of the pedagogical experiment

At first, we wanted to carry out assessment of the quality changes occurred in independent learning activity of students in the general direction in the experiment process. However, it was necessary to identify that the quality changes occurred in the criteria have different characters and which change was more or less in the criterion in the assessment process. In this regard, we decided to assess separately the quality changes upon the identified criteria occurred at students. First of all, let's pay attention to the changes occurred in the motivation direction.

While learning the motivation of the learners, it is known that it is necessary to look for the main reason of shortcomings occurred at higher schools in Azerbaijan. At first, most of the students don' know why they study as the result of correct organization of specialty directed work at secondary schools. If the education motivation is not correct, what kind of qualitative education can be spoken about it. However, education is established on the basis of formation of motivation according to modern conceptions. Today, formation of motivation is assessed as a necessity in learning of any subject. We paid special attention to formation of motivation at students in the course of the experiment. We implement it in two directions: At first, formation of motivation at the specialty of teacher, secondly, formation of motivation in learning pedagogy. Following modifications occur in the motivation of students as the result of the implemented work.

Schedule 1. Development dynamics of motivation of students in the experiment process

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group 107 students	29	27,1%	37	34,6%	41	38,3%	39	36,5%	27	25,2%	41	38,3%
Experimental group - 92 students	24	26,1%	31	33,7%	37	40,2%	39	42,4%	24	26,1%	29	31,5%

As it is seen from schedule 1, significant changes occurred in the field of motivation of students as the result of the implemented pedagogical work. If, at the beginning of the year the percentage number of students having high training motivation in the control groups was 27.1%, at the end of the year this number increased to 36.5%, however, these numbers were 26.1% and 42.4% accordingly in the experimental groups. While calculating the difference between these two numbers, the progress in the control group between the beginning and the end of the year was 9.5 % in the control groups and 16.3% in the experimental groups. In other words, positive balance of progress in terms of formation of motivation was 6/8 for the benefit of the experimental groups. Though that there was no change between the students in the control group in the low level of motivation, this number dropped from 40.2 % to 31.5 %, i.e., decreased 8.7% in the experimental groups.

The second criterion was related with the content changes. It is related with direct motivation criteria. When the motivation is formed at a person, he\she assimilated knowledge deeper. But most of the teachers give preference to the cognitive direction during formation of motivation. In other words, formation of cognitive grounds attracts more attention. It is possible to understand them. The student directs his\her attempts to assimilation of the content of the teaching subject when he\she has cognitive grounds. But it is identified that recently, social collaboration grounds have played more importance. It occurs during application of the working methods. A student collaborates with his\her classmates while executing any task. It contributes to establishment of social collaboration grounds at students. The researches show that formation of the cognitive grounds on the basis of social collabo-

ration grounds contributes to deeper assimilation of knowledge, skills and habits by students. In this regard, we pay more attention to the method of work with the group during the work with students in the experimental groups. Such organization of the pedagogical work with the student contributes to both formation of motivation and demand on assimilation of necessary knowledge. Moreover, working with group contributes to compare the knowledge assimilated by student with the knowledge of his\her classmates and to understand who achieved more accurate results. Sayings and obtained results were reflected.

Schedule 2. Development dynamics of students to education in the experiment process

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group-107 students	36	33,6%	33	30,8%	38	35,6%	42	39,2%	35	32,7%	30	28,1%
Experimental group 92 students	29	31,5%	32	34,8%	31	33,7%	38	41,3%	32	34,8%	22	23,9%

Higher results have been achieved both in the control and experimental groups in the direction of development dynamics of attitude of students to education as the result of implemented work. Before the experiment, 33.6 % students from the control groups and 31.5% students from the experimental groups entered to high level and these figures were 39.2% and 41.3% accordingly at the end of the experiment. The difference between these results was 5.6% in the control groups and 9.8% in the experimental groups. Decrease was observed among the students entered to low level. These figures decreased from 35.6% to 28.1 % in the control groups (difference of decrease 7.5%) and from 33.7% to 23.9% (difference of decrease 9.8%) in the experimental groups.

Assessment of activities of students was provided for as the third criterion. Attitude to learning activities, education activity, rate of this activity, learning of the conscious attitude to this activity were considered here. Naturally, learning activities of students depend on their motivation. Depending on the motivation, the activeness of students could be more or less. We observed this inclination in the experiment process. When motivation occurred at students, significant changes occurred at their learning activities. These changes were reflected in class attendance of students, execution of tasks,

attempt to carry out additional tasks. Activity gradually increased in the experimental groups. We take formation of the cognitive grounds and professional grounds on the background of social collaboration of students.

Setting the challenges before the students, searching the way of settlement of these challenges contributed to showing the practical importance of the theoretical knowledge to students. Thus, formation of motivation contributed to deeper assimilation of knowledge by students and increase of their learning activity, positive changes in the attitude to education.

Schedule 3. Development dynamics of learning activity of students in the experiment process

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group -107 students	35	32,7%	35	32,7%	37	34,6%	41	38,3%	37	34,6%	29	27,1%
Experimental group 92 students	31	33,7%	30	32,6%	31	33,7%	39	42,4%	33	35,9%	20	21,7%

The changes occurred in the dynamics of the learning activity of students in the course of experiment are given in schedule 3. As it is seen from the schedule, 32.7% of students entered to high level of learning activity in the control group before the experiment and this figure was 33.7% in the experimental group before the experiment. At the end of the experiment this figure increased 5.6 % in the control group and reached 38.3% in the control group and this figure increased 8.7 % and reached 42.4% in the experimental group at the end of the experiment. The students entered to the low level of learning activity decreased relevantly 7.5% in the control groups and 12% in the experimental groups.

The learning process is a complex and difficult process. Its complexity and difficulty come from the contradictions of the education process. A teacher shall teach something and a student shall learn something in this process. Teaching unknown subject and learning unknown subject has subjective character on the background of cognitive process. Complexity and difficulty of comprehension of reality is in its subjective nature. A person shall have first of all, volitional qualities and be able to overcome the difficulties and organize himself\herself in order to learn a new one. In this re-

gard, we paid special attention to formation of volitional qualities in the experiment process. Here we put the students in difficulties and tried to show their solution by different tricks. Overcoming the difficulty has an individual character and depends on the motivation of students, deepness of assimilation of knowledge, attitude to learning. We paid special attention to this condition in the experiment process.

Schedule 4. Development dynamics of volitional qualities of students in the experiment process

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group - 107 students	22	20,6%	42	39,2%	43	40,2%	29	27,1%	40	37,4%	38	35,5%
Experimental group 92 students	19	20,7%	38	41,3%	35	38%	28	30,4%	34	37%	30	32,6%

The lowest results were observed in the levels of volitional qualities in the course of the experiment. It is obvious that necessary attention is not paid to formation of the volitional qualities at schools. It is necessary to emphasize specially the “role’ of parents in these situations. Incapability of students before the difficulties is one of the reasons of passivity at them. It is seen from schedule 4 that 20.6% of students in the control groups and 20.7% in the experimental groups entered to the high level of volitional qualities at the beginning of the experiment and at the end of the experiment these figures were 27.1% and 30.4% accordingly. Increase in regard to development dynamics was 6.5% in the control groups and 9.7% in the experimental groups. The students entered to the low level decreased from 40.2 % to 35.5% (difference 4.7%) in the control groups and from 38% to 32.6% (difference 5.4%) in the experimental groups.

All pedagogical works at students are based on formation of the independence qualities at them. We gave preference to organization of independent activities of students through different ways along the experiment. For example, giving independence to students for independent division of the given tasks among them during the team work, selection of the subject during individual work, preparation of the plan, selection of the literature, preparation of the presentation, selection of roles in the games in roles, identification of the content and so on contributed to achievement of certain successes in this direction. The results given in schedule 5 certify it.

Schedule 5. Development dynamics of independence of students in the experiment process

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group - 107 students	39	36,5%	32	29,9%	36	33,6%	43	40,2%	34	31,8%	30	28,0%
Experimental group 92 students	32	34,8%	30	32,6%	30	32,6%	38	41,3%	34	37,0%	20	21,7%

As it is seen from schedule 5, 36.5% of students entered to high level of the independence quality, 29.9% to middle level, 33.6% to low level in the control groups at the beginning of the experiment. These figures were 34,8%, 32,6%, 32,6% accordingly in the experimental groups. After the experiment, these figures were 40,2%, 31,8%, 28,0% accordingly in the control groups and 41,3%, 37,0%, 21,7% in the experimental groups. Increase in the control groups was 3.7% and in the experimental group 6.5% upon high level in regard to the development dynamics. Decrease upon low level was 5% in the control groups and 10.9 % in the experimental groups.

Consequently, the pedagogical works held with students serve to reveal the creativity opportunities at them. Generally, end of independent activities is resulted in appearance of any product and it is necessary to estimate it as the creativity of students. For example, s student writes an essay, prepares a presentation and answers in the seminar. But the pedagogical practice shows that in the most cases, teachers don't contribute to development of creativity of students. Usually, he \she instructs to learn any text. However, modern education conceptions require to organize learning on creative tasks. We organized the pedagogical work with students on the creative tasks in the experiment process. Such kind of approach contributes to both reveal and development of the creative opportunities of students.

Schedule 6. Development dynamics of the creative qualities of students

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group -107 students	29	27,1%	36	33,6%	42	39,3%	35	32,7%	37	34,6%	35	32,7%
Experimental group 92 students	26	28,3%	31	33,7%	35	38,0%	35	38,0%	33	35,9%	24	26,1%

in the experiment process

As it is seen from schedule 6, the creativity qualities of students were estimated close to each other in terms of quality in the experiment and control groups at the beginning of the experiment. But there were significant differences at the end of the experiment. Though that the difference upon high level in terms of development dynamics of the creative qualities was 5.6 in the control group, this figure was 9.7% in the experimental groups and at the same time, decrease upon low level was 6.6% in the control groups and 11.9% in the experimental groups.

Thus, we carried out assessment of students upon six directions encircling independent creative activities of students – directions of motivation, content, activity, volitional qualities, independence and creativity during the experiment. The results of the experimental groups were higher than the results of the control groups upon all parameters. It certifies again that organization of education on the creative tasks basing on independent activities of students contributes to achievement of higher learning results in the pedagogical process. Now, let's pay attention to the changes occurred in the level of formation of independent activities of students in the experiment process.

Schedule 7. Development dynamics of independent activities of students in the experiment
process

	Before the experiment						After the experiment					
	High		Middle		Low		High		Middle		Low	
Control group -107 students	32	29,9%	36	33,6%	39	36,5 %	38	35,5 %	35	32,7 %	34	31,8 %
Experimental group 92 students	27	29,3%	32	34,8%	33	35,9 %	36	39,1 %	32	34,8 %	24	26,1 %

As it is seen from schedule 7, 29.9 % of students entered to high level, 33.6 % to middle level and 36.5 % to low level in the control groups and 29.3% to high level, 34.8% to middle level and 35.9% to low level in the experimental groups in terms of formation of independent activities of students at the beginning of the experiment. As it is seen from the figures, the levels of students in regard to formation of independent activities of students

of both groups were close to each other at the beginning of the experiment. There were changes in the results of both groups at the end of the experiment. Let's consider them:

In the control group 29.9% of students entered to high level of formation of independent activities of students at the beginning of the experiment and in the experiment group this figure was 35.5%. The development dynamics between the beginning and the end of the experiment was 5.6%. However, at the beginning of the experiment, this figure was 29.3% in the experimental groups and at the end it was 39.1%. The development dynamics here was 9.8%. That is to say that, the development dynamics in the experimental groups was 4.2% more in comparison with the control groups.

Decrease dynamics of students entered to the low level of formation of independent activities of students was relevant to it. At the beginning of the experiment, 36.5% of students entered to low level in the experimental groups and in the control groups this figure was 35.9% and at the end of the experiment these figures were relevantly 31.8% and 26.1%. Decrease in the control groups was 4.7% and in the experimental groups 9.8%. The difference was 5.1% in favor of the experimental groups.

Conclusion

The analysis of the results of the experiment shows that organization of teaching on creative tasks at higher schools exerts significant impact on the development of independent activities of students. It is known that independent learning activities of students widen their radius while using creative tasks during teaching. When independent learning activities of students widen, these activities become to have creative nature. Reveal of this relation confirms the accuracy of the hypothesis.

Criteria upon six directions –motivation, content, activity, independence, creativity and volitional directions have been identified for assessment of the level of formation of independent activities. At the beginning of the experiment we thought that formation of qualities in the motivation direction would have dominant nature. But, in the course of the experiment, formation of qualities in the direction of independence, creativity and activity had dominant nature in the experimental groups. As it is seen from the results of the experiment, the highest result was achieved on formation of qualities on independence, activity and creativity directions. Organization of teaching the subject on the basis of creative tasks stimulated more formation of qualities upon these three directions. Formation of quality upon other directions – motivation, content and volitional directions depended on the development extent of qualities upon independence, creativity and activity di-

rections. The results obtained upon the groups in the course of the experiment certify it. Formation of qualities upon motivation, content and volitional directions had different positions in different groups. It is related with the individual qualities of students.

It is known from the analysis of the results of the experiment that the development dynamics of formation of qualities upon the volitional direction was low in all groups. Thus, though that positive attitude to specialty, cognitive demand on learning, interest in application of knowledge, conscious attitude to activities, enthusiasm to act independently, creative attitude to implemented work have been formed in higher level at students, attempt to overcome difficulties, self-discipline qualities have been developed relatively in low level. It is interesting that, the lowest development level was noted upon formation of qualities upon the volitional direction in all control groups as teaching was organized on the traditional methods. Attempt to overcome the difficulties and difficulties occurred in formation of self-discipline shall be estimated as the shortcoming of the pedagogical work held with children at secondary schools.

Organization of classes upon creative tasks contributed to reveal a new trend. The activity of students increased while giving opportunity to show their creativity and to comment on problems by them. Each student attempted to express his\her opinion and to prove it basing on theoretical provisions. But it was known that organization of classes on creative tasks is more difficult in the groups where the dialogue culture is low. Therefore, it is necessary to take into account the level of the dialogue culture at students in order to increase the quality while organizing classes on the creative tasks.

Another opportunity appeared in the course of the experiment. Supply of the audience by modern technical equipment is very important while organizing classes on creative tasks. The opportunity to realize themselves of students is high at the classes where ICT supply is higher. Meeting this condition is necessary during organization of education on creative tasks.

Thus, information obtained through the experiment allows to say that organization of seminar and individual job trainings on creative tasks causes to widening of opportunities of independent activities of students. It is very important in regard to staff training. Thus, need in staff having wide independent activity potential increases day by day.

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Distribution and expression of modal meanings in dialects of lowland Scotland

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Abstract

This article is dedicated to the problems of modality and the ways it is expressed in the Standard English and in the dialects of Lowland Scotland (scots). Changes in the means which reveal most common modal meanings - such as requests, suggestions and prescriptions - are scrutinized. The changes which occurred in the seamntics of the modals are traced synchronically and diachronically. The study was carried out based on the authentic texts and the speech of the informants.

Keywords: modal meaning, Scotland, dialects, distribution terms

Modality is a complex linguistic category of the essence, the seamntic scope and means of expression is still controversial representatives of different schools and then in progress. Due to the variety of interpretations there are many definitions of modalities and approaches to the study of this language category. In domestic linguistics great influence on the development of the theory of modality had treatment modality VV Vinogradov. For the concept VVVinogradov characterized by a broad interpretation of the modality, expands the boundaries of this category to include the number of funds transferred modal, meaning of words and combinations of words character (Vinogradov 1950: 41).

This article was written as part of the project dedicated to the study of systems of modal verbs in dialects of the plains of Scotland (Scots). The purpose of this article is to analyze the values passed to the Scottish modal

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verbs. Earlier in the article devoted to the problem of modality and modal verbs in Scotts were disclosed lexical and grammatical features of the modal verbs "sal (shall)", "wul (will)" and "wud (would) (Samoilov, 2008: 174183).

The language situation in Scotland is unique in that in this country there are three language systems: Scottish Gaelic, Scottish English dialects and the plains of Scotland (Scots) (Pavlenko, 2003 3641). Over the past few centuries confrontation between the two languages - English and Scotts - as well as geographical "outskirts" of Scotland led to the fact that in the language of Scotts can find the original, and sometimes "archaic", from the point of view of the English grammatical system features.

To identify similarities and differences between two closely related systems and analysis of the use of modal verbs in Scotts, the functioning of modal verbs considered by the example of the English and Scottish dictionaries and corpus of texts written in Scotts. We used texts written in different periods, starting from the XVIII century to the present day, and the voice recording informants received in the second half of the XX and beginning of XXI centuries. Such voluminous corpus covering XVIII -. XXI century, can draw some conclusions about the dynamics coined by modal verbs in Scotts.

Used texts may be classified according to different criteria: 1) chronological order, 2) the criteria for inclusion of text in poetry or prose, 3) relatedness of the text to the spoken or written language, 4) focus on the target audience and others. To achieve this goal - coined by tracking changes of modal verbs in Scotts, the development of values in the modal verbs and identifying common to the two languages and are unique to Scotts grammatical features - we stuck to the chronological text division criterion.

For ease of classification entire language material is divided into three periods. The first and the earliest period covers the time period from XVIII to the end of the XIX century. The second period includes texts written in the first half of XX century. This period is known in Scottish literature as a "Scottish Renaissance". And finally, the third period we refer texts of the second half of the XX and beginning of XXI century. The proposed classification seems justified, since it takes into account changes in society, that is, based on the extra-linguistic factors.

The period under consideration allows us, first of all, to track changes in the frequency of modal verbs, for transmitting certain modal meanings.

The values passed modal verbs, grouped mainly around two concepts - the necessity and possibility. The concept of the possibility of indicating the degree of reliability of knowledge of reality. Our knowledge of the object or phenomenon of reality can not be complete, but only approximate. In such

cases, we are talking about this or that merely suspected, as might have been thought.

The concept of need is required, the regular nature of the phenomenon of communication.

The concepts of authorization and obligation, facing a certain connection with the concepts of possibility and necessity, belong to the realm of human relations in human society, associated norms of behavior, moral duty, and so on. Modal verbs, which are based on lexical meanings of these concepts, expressing an opinion of this or other ties as well as an awareness of the nature of communication phenomena or events.

Each of the above groups includes certain modal verbs. Due to the fact that each modal verb can take on different meanings depending on the context, the same verb can function in different groups. Depending on the value of the verb are the following groups: the meaning of "capacity" value "opportunities» can, may, «necessary» must, should, ought, shall and need and value "assumptions» must, might, could, will. Separately from all groups should modal verb Dare, is used in the sense of "dare to venture."

Let's try to summarize all the values passed modal verbs in dialects of Scots, and submit them to the table. For greater clarity and informativeness table also been made of examples, found for each of said values, and the total number of examples.

The largest number of examples in our material belongs rekvestivov funds transfer (request (as part of situationally determined if possible)). According to the frequency of suggestive rekvestivami follow (advice, suggestion, threat). Modal verbs that express prohibition values, motivations, regulations (instructions), order or resolution (preskreptive) due to the fact that they represent the most categorical type, represented the smallest number of examples. A high percentage of the use of modal verbs in the value rekvestivov and suggestive explained artistic text character and a lively speech of informants, the prescription is typical rather for research and not for artistic discourse, due to the fact that scientific texts are not included in the examples of housing provisions represented the lowest number of examples. Motives are realized mainly through typed phrases with the verb "can \ coud" Council most often implemented using the verb "sud". The project is to include the most numerically small modal verbs that convey the value of "incredible, impossible." Because of the low incidence of the use of modal verbs to express these values as a reproach, prohibition orders, they are more likely to express an optional means of motivation. Are more likely to occur verbs verbs "will / woud" and "can / coud". Because of the low inci-

dence of the use of modal verbs to express these values as a reproach, prohibition orders, they are more likely to express an optional means of motivation. Are more likely to occur verbs verbs "will / woud" and "can / coud". Because of the low incidence of the use of modal verbs to express these values as a reproach, prohibition orders, they are more likely to express an optional means of motivation. Are more likely to occur verbs verbs "will / woud" and "can / coud".

Frequency of use of modal verbs in Scotts in fractions as follows: will / wud - 42,5%; can / coud - 27%; mey / micht - 10,6%; sal - 7,5%; maun - 5%; sud - 5%; need - 0,6%; daur - 0,7%; oucht tae - 0,01%.

Stipulate that the modal verb "mey / micht", presumably not used in Scotts, ranked 3rd on the frequency of use after the verbs "will / woud" and "can / coud" (Murray, 1873: 216). Indeed, the survey was marked by a high percentage of the examples with the modal verb, but the frequency of use of the modal verb "mey / micht" in today's Scotts (XX -. XXI century) has decreased by an average of 3 times compared to the XVIII - XIX centuries.

It should be noted that the same value in both Scots and English language can be transmitted in various verbs. Reported the highest number of variations to express the meaning with the help of modal verbs suggestive belongs (council suggested a hypothesis), although in quantitative terms the largest number of examples in our material belongs rekvestivam (request (as part of situationally determined if possible)).

In the modern tendency to specialization Scotts lexical units expressing assumption deepening, and thus the number of verbs used to express suggestive more varied than for the expression of other values. The number of verbs for expressing a categorical values significantly less possible due to the reluctance sound too categorical.

Because of the emerging trend towards specialization and differentiation of lexical units expressing different modal values and, in particular, the assumptions within the field modality allocated near and far periphery.

Table 2

The distribution on the basis of modal verbs intimacy / range of expression values (in numerical terms)

meaning of verbs	1	2	3
The value "situativnoobuslovlennoy	Can (453)	Mey (86)	
The value of "permission"	Can (7)	Mey (3)	
The value of "assumptions, hypotheses"	Mey (172)	Maun	Sud (39)
The value "disapproval reproach"	Sud (45)	Mey (5)	
Ban	Maun (4)		
Incredibly, the impossibility	Can / coud (4)		

Council	Sud (96)	Maun (4)	Aucht tae
Obligation, duty, necessity	Maun (30)	Need (16)	
Ought in proverbs	Maun (49)		
Dare	Dare (18)		
The intention, will, future	Will (681)	Sal (191)	Mey / micht (13)
repetitive actions	Will / would (51)		
capacity	Can / coud (225)		

The values of the modal verbs may overlap each other (See. Table 2), thus, the same value can be expressed multiple verbs. In this article, we analyze the most common modal values. Summarizing the analysis of modal verbs of transfer values can be, firstly, to track changes in a proportion of verbs and, secondly, to note the evolution of values.

By "cross" the values that can be transmitted by more than one modal verbs are ought permission and prohibition, advice, suggestion and hypothesis, the possibility of future time and volition.

Obligation, duty, necessity

The concept of duty and the need expressed in the literary English using verbs "must", "ought to" and "should". No need expressed by "need not" and "have not to". The same concepts can be expressed in cattle verb "need" and "maun". However, the verb "maun" within the meaning of necessity bears a strong imprint of the subjective, and its value is closer to the advice or wishes. However, it is the verb is used to express the values of duty in proverbs.

What says maun be true (Paterson, 1916: 52).

Craft maun hae claes, but truith gaes naked (Paterson, 1916: 24).

The verb "need" more common to express obligation in Scotts than in English literature, and expresses the objective need. The verb " tae" is almost never used in the Scotts and was marked by us in the course of the study only 1 time within the meaning of the "council". No need expressed by the negative form of the verb "need tae":

Aye, well he'll no need tae buy a helmet, cos ye get a free helmet an gloves when ye buy a bike there, an ye'll get quali fi ed drivin instructions for nothing. (Macafee, 1983: 96)

Thus, we can say that for the expression of objective necessity in Scotts used "maun".

Verb "need", to express subjective necessity - verb

The small number of tokens in data values is not accidental, since preskreptivy, which include the ought and the need to represent the most definitive and small type of statements.

Resolution - ban

Other value - the value of "authorization" and "ban", along with the value of obligation and necessity refers to preskreptivam and because of its categorical character will be considered together, since They are opposites of one value. The same set of verbs that are used to express these values, is a confirmation of this fact. However, it should be noted this feature as a small number of uses in both shades and values tended to decrease consumption data modal verbs in this sense.

Meaning council in Scotts can express verbs "maun", "sud" or "oucht tae". Now, we note that the verb "oucht tae" practically not used in Scotts dialects (Miller, 1993: 116; Dossena, 2005: 29). The verb "sud" is used to express the Board both in English literature, and in the Scotts. Another verb that expresses the value of the board, is a modal "maun". However, the verb "sud" is more common in the value of the board, while the verb "maun" within the meaning of Council carries more emphatic load or color. The Scotts verb "maun" more familiar within the meaning of the assumptions or hypotheses.

Despite the fact that suggestive, due to transmission of lexical meanings, more frequency than, nevertheless, within the meaning of the "council" in our study means of expression is not suggestive of the frequency. The relative paucity of examples of modal verbs, serving for the expression "the Board", can be explained by the nature of the text: biblical preaching, poetic texts, memories.

The assumption hypothesis

The values of "assumptions" and "hypothesis", as related to the suggestive, in contrast to the previous value of the "council" can be expressed more diverse. As noted earlier, in the modern trend toward specialization Scotts values assumptions are developed and as a result, an increasing number of verbs that are used to transfer this value.

Of the hypothesis has been suggested, which can be transferred to almost all the modal verbs denoting varying degrees of compliance with the assumptions of reality, and the forms of the future tense.

Advanced earlier assumption about the diversity of ways to express the values of "assumptions" and "hypothesis" with the help of modal verbs fully confirmed. In today's Scotts considered values can be expressed modal verbs mey / micht, maun, sud and wul.

Opportunity

To express the possibility of widely used modal verbs, relevant opportunity or necessity - can and mey. Meaning ability and possibility

NOSTA one of the few values (e.g., set to "daring" transmitted modal verb "dare"), which has kept the composition verbs expressing possibility or capacity unchanged.

Table 7 Methods transmission opportunity in synchrony and diachronic

Modal verb	Number of modal verbs by period		
	1 period	2 period	3 period
Can / coud	237	222	219
Mey / micht	37	13	36

Another important and distinguishing feature of this value is the preservation of the high frequency of use value.

Future, volition

The peculiarity of this value lies in the fact that it combines the lexical and values. These values can be transmitted to the verbs "shall", "will" and "mey" (the verb "mey" serves to transmit the future time or feedback only when the inversion (Krylov 2002: 28).

Note that the maximum number of examples relates to the period XVIIIXIX cc. This fact can be explained by the nature of texts, on the one hand the texts of poetic content in which there are proposals inversion, on the other hand the texts of the Bible content. In the last two periods of sharp decrease of modal verbs due to the development of alternative means of transmission of volition and future tenses.

The transmission means future time and volition, in contrast to other values, the process is reversed process of generalization, and one verb - will - transmits some values, displacing all of the other verbs (sal and mey) Seamntic of field. While other values is bucking the trend: refining - and to transmit a single value is used several modal verbs.

Diachronic analysis of the distribution of values of modal verbs

Try to track changes in the frequency of use of separate modal verbs for transmission of particular values for periods. The distribution of modal verbs from the values in each period as a percentage shown in Table 9.

Table 2

The distribution of modal values of periods (in percentage)

Types of modal	modal value	1 period	2 period
	Future	54%	31%
Reflective	Opportunity	22,7%	47%
Suggestive	Council	7%	3.8%
	Hypothesis	10,8%	13,6%
perpectival	ought	5%	3.8%
	Ban	0.5%	0.8%

Finally, note the changes in the modes of transmission of modal values:

1) The frequency of use of modal verbs "sal" and "wull", expressing future time generally fell into three times - from 54% to 18%. In particular, the use of "sal" verb for the future transmission time was reduced by 36 times, from 180 to 5 use. Use of the verb "wul", in turn, decreased by 6 times. These figures, however, should not be interpreted as a decrease in the expression of future time as a whole. Reduced only the number of occurrences of data transmission for the future of verbs, but increased the number of uses of the combinations "to be going to" and combinations of "can / coud mibby", which can transmit the future.

2) The use of modal verbs, the meaning of "possibility" and "capacity" tripled - from 22% to 60%. In the second and third periods more widely used combination "can / coud mibby", which can transmit the future. Probably a combination of the modal "can" and modal words "mibby" pushed modal "wull" and "sal" in the transmission of the future tense.

3) The percentage of modal verbs decreased from 16% to 14.7% in the value of assumption values but suggestive transmission techniques have become more diverse.

4) The trend towards a decrease is observed in the modal verbs within the meaning of the ban and order. Number of verbs expressing value decreased from 5% to 3%, although the reduction in the use of can be explained by the nature of a declaratory texts 1 and 2 periods.

In linguistic science, each language has its own terminological system. The concept of "punctuation" plays an important role in the terminological system of any language, including English. Main characteristics punctuation reflected, in most cases, their definitions given in linguistic encyclopedias and dictionaries. For a more detailed and objective range of punctuation characteristics and punctuation of the whole system, we analyzed the definition of "punctuation" in both Russian and foreign reference sources (Webster's New 20th Century Dictionary of the English Language in 1963, The New Encyclopedia Britannica 1997 encyclopedia Americana 1946, Cambridge encyclopedia of Language 1987 Linguistic encyclopedic dictionary 1990 Brief literary encyclopedia 1971, and others.). Generally, in the termi-

nology system of the English language punctuation is defined from different perspectives, but a few main categories can be distinguished on the basis of our analysis, to which reference is made in the definitions and entries. They usually include the following aspects:

-Quantitative composition of this concept, i.e., the types of characters that are included in the concept of "punctuation";

- punctuation and purpose of the whole system;

- discipline, forming together with the punctuation system of knowledge about the written form of the language;

texts -type in which the punctuation used; -types punctuation;

- punctuation characters with spoken language.

Reflecting different aspects of the functioning of the ontology and punctuation marks in the language system, the data field of knowledge and research directions enable the construction of critical analysis and a holistic picture of punctuation in the English language.

Information about the exact number of punctuation marks in English are different in different sources. So, GV and FG Fowler in his book "King's English» called six punctuation - commas, colons, semicolons, periods, question and exclamation marks. Separately, the seventh sign isolated dash. Eric Partridge calls eight characters - seven common with Fowler and ellipses, as well as considering the "allies» ("allies and accessories") punctuation - quotes, hyphens, apostrophes, capital letters and italics. M. Woese allocates twelve punctuation - commas, semicolons, colons, periods, question and exclamation marks, dashes, dots, double dashes, brackets, quotation marks and apostrophes (Weseen 1922: 321)

NN Smith, indicating the amount of punctuation, distributes them according to their functionality. She notes that in European languages in general punctuation system is divided into two main functional groups of characters - the separation and elimination. By separating it relates point, question and exclamation marks, ellipsis, colon, semicolon, comma and hyphen. By excretory signs it classifies brackets, double dashes, commas, and double quotes. In addition, according to the author, in English punctuation punctuation marks are considered system funds related more to the sphere of orthography (the apostrophe, hyphen, hyphen and lowercase spelling) (Smith 2000: 12). It also claims that for punctuation system as a whole is characterized by fluidity, non-rigidity of the boundaries between the groups, combinatory specific signs and their (ibid). Another important point that should be noted: being pretty flexible, punctuation can be combined with each other

and with some techniques of the spatial organization of the text, forming complexes or signs ensembles. Such, for example, a paragraph and footnote.

Since the punctuation system of European languages is almost universal, we believe it is possible to bring Russian linguists and opinions about the qualitative composition of punctuation (the allegations relate to the Russian language, but there are quite valid for the English). In particular, AB Shapiro singled punctuation in two groups - signs is separated and recovered. By separating it include the following characters: period, question mark or exclamation mark, comma, semicolon, colon, dash, ellipsis. By singling out Shapiro counted paired signs, namely: comma, two dashes, brackets, and quotation marks (Shapiro 1956: 71). LV Szczerba in the "Language system and speech activity" refers to signs that are common to the European written text: comma, semicolon, colon, dash, dot, paragraph dot, question and exclamation marks, quotation marks and parentheses. Hyphen, apostrophe, and space it does not belong to the sphere of punctuation, but recognizes that they are additional written signs.

As can be seen from the above points of view, linguists opinion on the exact number of punctuation marks in a language apart, but they share conditionally ki zna punctuation to punctuation, and graphics; punctuation, in turn, on the separation and elimination. We share the view of the basic punctuation marks and believe after L.V. Scherba that hyphen, apostrophe, and space does not fall within the punctuation marks, since they do not indicate on the division of the sentence (grammatical or intonation), but only on the structure of a single word.

Another important characteristic associated with the punctuation is itself a way different texts and, in particular, the types of punctuation design of English literary text. In English, the two tendencies coexist - "Enhanced" and "weak" punctuation ("", ""). Synonymous terms when referring to this concept are a combination of "close punctuation" and "open punctuation". Dictionary Webster's New International dictionary gives the following definition: "Punctuation is reinforced (" close "), when the signs, especially commas, freely used for the delimitation of phrases, clauses, and other structural elements of the proposal, and above all necessary clarity and precision ... punctuation is weakened ("open"), when the signs can be omitted without affecting the meaning. " (Translation mine. ES). The first kind of punctuation differs quite pronounced formalism, the second - the naturalness of the transmitted speech on the letter and the absence of "extra" characters. Reinforced punctuation, meaning use in the text of a significant amount of punctuation, is characterized primarily for publications XVII XIX centuries. The tendency to weakened punctuation, involving the use of

a relatively small number of characters, in the twentieth century. displaces enhanced. (Baranov, 1998: 99). involving the use of a relatively small number of characters, in the twentieth century. displaces enhanced. (Baranov, 1998: 99). involving the use of a relatively small number of characters, in the twentieth century. displaces enhanced. (Baranov, 1998: 99).

It seems interesting and good remark by Eric Partridge of extremely weak punctuation: it is good enough for a simple description, a simple storytelling, etc., but it is extremely inadequate for more complex and sophisticated forms of verbal art. Therefore, according to him, the punctuation should not be unduly compromised, not too formal, but moderate. The moderate punctuation says and O.V. in English Alexandrov. According to her, in an English literary text can distinguish these types of punctuation:, excess and insufficient. The last two species are in the text is expressive due to deviations from the accepted standard (Alexandrov 1984: 11).

Speaking about the nature of English punctuation system, OV Alexandrov noted that the English punctuation is, ie mobile systems, is quite a lot of freedom in their use of the author. Generally, in modern English punctuation system it is less formal than, for example, with the Russian. Therefore, it is more associated with the personal preferences of the author, and leaves a lot of freedom writers. However, the modern English punctuation system is based on certain rules of placement of punctuation marks; and regulations, when it is not necessary to put one or the other sign, much more than is generally recommended to use signs.

The main principle of English punctuation, according to LL Baranova is or principle. In other words, if the punctuation is not correspond to the intentions of the author, it should be changed for befitting compliance. (Baranov, 1998: 98).

On the question of the use of English punctuation strategy linguists call the authors based on your personal taste, using signs as an auxiliary tool, it does not impede or distort the meaning of the utterance. So,

M. Woese writes: "Use punctuation mark only when you have a good reason for this." (Weseen 1922: 322). On the principle of the use of punctuation marks in the text says and E. Partridge: "The number of punctuation depends on the theme and the style. But, whatever the style, whatever the topic, whatever the number, punctuation is important ... it is much more important than the spelling ". (Partridge 1977: 103).

Punctuation English system also has features associated with the structure of the language. The presence of some specific features in the system of European language punctuation pointed LV Szczerba. According to him,

punctuation rules in different languages have been established and are not immediately in different languages are significant differences. Szczerba are two types of punctuation to separate languages: French (English, Italian, etc.) and German (Czech, Polish, Russian, etc.). The first less than a second, put a dash, it uses far fewer commas and seeks to express nuances of meaning; second widely recognized dash and comma abuse, putting them in a more or less formal features. (Szczerba 1974: 243). Szczerba also stressed that the languages of the first type (which include English and) use punctuation to express shades of meaning ideographically, ie out of touch with the intonation.

The punctuation definitions also frequently observed systemic and use punctuation. Linguists point out that punctuation is not only a system of graphic signs, but also the rules of placement of punctuation. Indeed, the rational use of punctuation is not possible without the support of a unified system of punctuation and knowledge of the basic functions of each sign. Even expressive, original use of punctuation fit, in our view, in the general knowledge of the functioning of the system of punctuation.

Role of punctuation marks in the text closely associated with punctuation features of the perception system. Since the punctuation belongs to the written speech, its perception is carried out exclusively through sight. The importance of visual perception talked many linguists. Specifically, IV Arnold wrote: "The perception of a literary work occurs mainly through visual reading, and not on the ear. Therefore, its graphic design is a matter of great importance. " (Arnold 1974: 290). GV Carey also notes that the punctuation in the text primarily facilitates the reader's understanding of the text, as the majority of the text is read aloud is not, and to himself. According to AB Shapiro, "punctuation, as well as spelling, forms part of the graphics system adopted for a given language, and it must be firmly grasp ... ... to an accurate and complete expression of the content of the statements. " (Shapiro, 1974: 53). In addition, R. Jacobson spoke about the existence of visual signs only in space. In this case we can speak about the existence of punctuation marks in graphic text space. In general, talking about punctuation functions, the researchers note that the punctuation system is displaying the author's intention in the schedule. Graphemics, "the science of graphic constitutive elements of written language" examines primarily the function of graphic elements. The presence of the same functions, ie the transfer of graphemes belonging to linguistic values, making them linguistic units. (Amirov 1985: 53). Jacobson spoke about the existence of visual signs only in space. In this case we can speak about the existence of punctuation marks in graphic text space. In general, talking about punctuation functions, the researchers note

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Particular attention is paid to linguistic functions of punctuation. So, Linguistic Encyclopedic Dictionary defines its function as follows: "The main purpose of paragraph - and graphic organization of the written (printed) text.. (LES: 406). According to G.V. Carey, "the main function of punctuation - fully clarify the structure of written statements." (Carey, 1980, 4). NN Smith points to a connection with the perception of punctuation: "In terms of punctuation semiotic system is focused on the division of the sentence and the text in order to optimize the perception." (Smith 2000: 12). One of the most important function of punctuation system is the representation of a letter on the prosody remarks reflected the intonation, pauses transmission and other characteristics sounding speech. L.V.Scherba said, that punctuation - it "rules for the use of additional written characters (punctuation), serving to designate the rhythmic and melodic phrases, or phrasal intonation." (Szczerba 1974: 241).

EV Michael's tone indicates a relationship with punctuation registration statements and the resulting functions of punctuation: "Reflecting on the letter" sounding image "of the text, fixing it graphically by punctuation, writer thus sends it nature and, therefore, stylistic features." (Michael 2001:

2). Punctuation is specified and the connection with the manner of the narrative of the author: "Good punctuation must reflect the thought process of the writer." (Dolgov, 1978: 79). It also notes the transfer function of the author's thoughts: "The function of punctuation is not limited to fixing the basic syntactic relations. punctuation is required ... given the particular division ... to convey shades of thoughts and feelings. " (Dolgov, 1978: 83).

Speaking about punctuation functions, it is important to note the dual nature of all punctuation system. This aspect wrote LV Szczerba: "(the nature of) the phonetic, since it (punctuation) expresses some sound effects, and ideographic, because it is directly linked with the meaning." (Szczerba 1974: 241).

Cambridge encyclopedia also notes the two essential functions of punctuation: indication of the rhythm and intonation of speech (though not totally reliable) and the separation of grammatical units (sentences, parts of sentences, words and phrases). (Cambridge encyclopedia of language 1987: 205).

Summiruyanazvannyevyshefunktsiipunktuatsiivangliyskomhudozhestv ennomtekste, we can say that they are represented in the works of linguists as follows*:*

graphic organization of written text; syntactic division of written text;

intonation division of written text; mapping prosody utterance by punctuation marks;

aid for the correct reading (as himself, and aloud);

an aid to understanding and to clarify utterances values; Department of sentences, words and parts of words in the written text;

transfer of the stylistic features of the text;

means displays on the letter of the individual style of the author;

Department of words, parts of the proposals and suggestions from each other.

In general, the primary function of punctuation is called the division of the text. In the study of English punctuation system repeatedly noted that the punctuation marks are only part of the language means, displaying the author's intention. (Arnold 1974, Shapiro 1974 St.Michael 2001 Yahnovich of 2001 and others.) A similar idea of punctuation communication with other language resources and expressed AB Shapiro: "The question of what is intended to express in writing punctuation - ritmomelodiyu or syntactic structure, can not be resolved in such a setting or in favor of one or the benefit of another point of view. Neither ritmomelodiya or syntactic structure does not exist in the language and speech as a separate area. As the one and the other are used for the organization of lexical material. " (Shapiro 1974: 63).

According to features in the text punctuation marks, and certain allocated punctuation. For example, Funk and Wagnalls new standard dictionary of the English language refers to the following types:

grammatical punctuation (for syntactic division utterances) rhetorical punctuation reflecting features in the expression values

etymological punctuation relating to the formation, the use or omission of words or parts of words

Reference punctuation, refers the reader to other parts of the text ("punctuation for reference")

In addition, there punctuation, which carries the expression and reflects the intention of the author in a literary text. Author's punctuation also carries the function syntax and intonation division, but in addition, it reflects the individual style of the author. The Short Literary Encyclopedia provides the following definition of its functions: "As usual, poetic punctuation reflects the syntactic articulation and intonation of speech, but gives excess express finer shades of meaning, identifying features on the letter of individual style." (CLE 1971: 204). However, the very possibility of any author's expressive use of punctuation suggests deviations from their regulatory use; and in this regard it is also an important concept of punctuation rules. According to N.N. Walnut, "the practical use of punctuation ... is based on the rules of punctuation, which ensures consistency of approach to in terms of writing and reading, as a sociolinguistic phenomenon of nature." (Smith 2000: 14-17). Consequently, punctuation rule defining common rules setting punctuation marks while giving authors the ability of creative thinking and the use of punctuation marks in the text.

Since the linguistic literature put forward various reasons for the classification of punctuation, there were attempts to create some idealized hierarchy. In his book "King's English" (1954) GV and FG Fowler raised the question about the possibility of a perfect hierarchy of punctuation and compare it with the real system. They classified the existing punctuation based on the length of the pause that these characters represent. It should be noted that they have been treated with this position only four characters, which we believe does not reflect the full seamntics of punctuation.

GV and FG Fowler submitted that perfect (exact and uniform) punctuation system can not and should not be generated because in this case it will require primarily separation of characters into logical and rhetorical. The other possible difficulty lies in the fact that the signs of a pause have only four "degrees" pauses, while the actual oscillation pause length is much greater. Fowler argued, however, that theoretically some writers will be able

to develop a system (or rules of use) logical punctuation marks, taking into account all the intonation gradations, but to make such a system universal not possible.

In general, there are a number language problems system language. First, you can highlight the problem of classification of punctuation characters and their internal hierarchy. As we have shown, the analysis, the signs can be divided into two sub-groups, namely - linguistic and typographical punctuation. The typographical punctuation includes signs and symbols, not always lie exactly in punctuation, but represents the graphical division of the text and facilitate a more rapid and effective orientation in its reader. Second, the important issue is the intent and purpose of the system of English punctuation. We have found that in English punctuation art text serves grammatical text segmentation, conveys prosodic and intonation of speech characteristics, and also serves to transmit authoring expression. Based on the foregoing, it can be concluded that, without being rigidly formalized, punctuation in the English text, the authors provide enough opportunities in the stylistic and pragmatic aspects.

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